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ABSTRACT

Presented to the Rock Point, Arizona school board and administration by a professional educational consultant, this document evaluates the elementary and junior high school programs and presents information and guidelines for continued high school planning. The study describes the background of the community of Rock Point and the Navajo reservation school which serves some 350 students between the ages of 5 and 14, in K-10. The evaluation of present programs indicates positive growth and development of past efforts for students, faculty, and community. An overview of existing facilities and the need for future construction and modifications for high school classes and dormitories reveals the plans for expanding the educational programs and increasing the use and sharing of existing systems, as additional grades are added at the senior high school level. Plans for state and regional accreditation, as grades 11 and 12 are included, reveal future goals for the school and community in accomplishing a complete educational system for the Indian children in Rock Point. (JD)

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ROCK POINT COMMUNITY SCHOOL

High School Study

June 1979

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ROCK POINT COMMUNITY SCHOOL

"HIGH SCHOOL STUDY"

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PREFACE

Soon after the Rock Point Elementary School became a Bureau of Indian Affairs "contract school" in 1972, the Rock Point School Board actively began to plan for the development of a high school on the Rock Point school campus. As a rule, one grade has been added each year since the seventh grade was first added to the former K-6 Bureau of Indian Affairs School. This substantial task has not been accomplished without extensive planning and effort. The School Board has carefully formulated its process for creating the Rock Point High School, the first such school to be available in the Rock Point Chapter environs. Numerous members of the school faculty and staff have also made major contributions to the creation and operation of a secondary educational program at Rock Point.

The document being presented to the Rock Point School Board and the Administration at this time fulfills two primary purposes, namely an evaluation of the on-going junior high, or middle school level, program and the development of additional information and guidelines for continued high school planning.

Since this is only one of a number of documents prepared to support high school planning efforts at Rock Point, some of the topics discussed in the last section of this document are supplementary to materials previously presented, particularly to items contained in the June, 1978 Rock Point High School Assessment Report. Readers may at times, therefore, feel that some of the topics presented in this document are treated in an incomplete manner; hopefully, such readers will have the opportunity to reference the 1978 Report and dispel such concerns.

As in the 1978 publication, the basic thrust in this study has been to explore high school factors which would most likely be of interest to Rock Point decision influencers and makers as the community moves forth with its plans to accommodate all of the high school grades in its present school plant (plus perhaps a few portable, mobile or temporary structures).

R.F.T.

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BACKGROUND INFORMATION

ROCK POINT COMMUNITY

Rock Point is a small but determined community located in the north-central portion of the Navajo Reservation (See Figure 1). Of the over 150,000 Navajos living on this largest of all Indian reservations in the United States, 1,300 live in Rock Point in family camps scattered throughout an area of approximately ten square miles. One paved highway, running north and south, cuts across the community, but all of the family camps are reachable only by using dirt roads. The Chinle Wash, a substantial river at times but a dry river bed most of the time, roughly parallels the highway.

The Rock Point community "center" consists of an Anglo-owned trading post, a Lutheran Mission School, a Lutheran Church, a community Chapter House (community meeting place), and the Rock Point Community School. Approximately thirty students attend the Lutheran Mission School while some three hundred fifty students attend Rock Point Community School. Almost every child between the ages of five and fourteen in the community attends a school.

For many families the main source of food is locally raised sheep; most sheep are butchered for home consumption but some are sold in a very limited market. Cattle have also become a source of some cash income in recent years, but the land is badly overgrazed, discouraging much growth in this activity. Some families plant corn and melons but the poor soil and sparse rainfall are cause for much hoping and praying.

The community is void of industry. Periodically, most of the men leave the Reservation to look for temporary quick-cash jobs such as fire fighting, railroad work and seasonal farm work. Most women stay in the community looking after their families and the livestock. Many families have no income alternative but to depend on welfare and social security benefits.

There is no college in the community; the only high school is the one being created by Rock Point School, Inc., a grade 7-10 school at the present. A number of local Navajos have earned college degrees during recent years and most teach, administrate or work at the school.

The community has a strong Navajo identity. All of the Navajos in the community speak Navajo, and they are concerned about retaining their language. The community has many reasons for boasting of its elders; they have demonstrated their leadership and wisdom frequently, especially in education. It is determined to retain its cultural and religious traditions. At the same time the community is not afraid to search for new ideas and ways from outside the Navajo world.

Location of Rock Point

FIGURE 1

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ROCK POINT COMMUNITY SCHOOL

Rock Point Community School is the only school of the four Navajo contract schools that has a core bi-lingual curriculum. Kindergarten through second grade classes are taught by an English Language teacher and a Navajo Language teacher. Students from the third to seventh grade classes study science in Navajo, Navajo social studies, programmed reading, Navajo as a second language and take Navajo literacy classes during part of their academic day.

There have been two dormitories in the school; efforts are now underway to reduce this to one. Fifty-two (52) percent of the student body uses the dormitories Sunday afternoon to Friday afternoon each week throughout the school year. The rest of the students come from their homes by bus or walk to the school. The Residential Care Supervisor is a Navajo as are the two dormitory managers. In fact, typically the two dormitories are totally staffed with local area Navajos.

All employees of the Rock Point Community School are hired and directed by the Rock Point Community School Board.

SCHOOL BOARD

As early as 1958 the Rock Point community had a popularly elected Chapter Education Committee consisting of Navajos from the community. In 1969 the Navajo Tribal Council passed a tribal resolution which caused the Chapter Education Committee of Rock Point to reorganize itself as a local Navajo Community School Board. Since 1972 when the local Navajo Community School Board proceeded to contract for the operation of the school, it has renamed itself the Rock Point Community School Board.

Currently, the Rock Point Community School Board has six members. Until recently, two members of the School Board went up for re-election at the Chapter House each year for a three-year term. Since the amendment of the Navajo Tribal Code, the School Board members are elected for a four-year term at the Chapter House.

The present Rock Point School Community School Board members are:

Kim L. Nih, President of Rock Point Community School Board, Navajo, parent and grandparent, Rock Point Trading Post, Chinle, Arizona 86503.

Kee Pahe, Vice President of Rock Point Community School Board, Navajo and parent, Rock Point Trading Post, Chinle, Arizona 86503.

James M. Begay, Rock Point Community School Board member, Navajo and parent, Rock Point Trading Post, Chinle, Arizona 86503.

Tapaha Begay, Rock Point Community School Board member, Navajo and parent, Rock Point Trading Post, Chinle, Arizona 86503.

Harry Tso Begay, Rock Point Community School Board member, Navajo and parent, Rock Point Trading Post, Chinle, Arizona 86503.

Frank W. Begay, Rock Point Community School Board member, Navajo and parent, Rock Point Trading Post, Chinle, Arizona 86503.

PROJECT GOAL

There never having been a high school in Rock Point until grades 7-9 were recently added, those youths who went to high school went to any one of several high schools located in other communities, e.g. Chinle, Red Mesa and Many Farms. Many children still go to these schools for any one of several justifiable reasons. Some of these students commute long distances. At times, most of these commuters must travel on very poor roads in very bad weather conditions. Other students take up residence in boarding school facilities or the homes of relatives or friends which are located either close to the paved highway or one of the schools.

Increasingly, parents and children seem to dislike these schooling arrangements. They believe students are not at home enough, relatives are not able to sufficiently influence the education of their children and children are not treated in the schools they attend as well as they would be in a Rock Point controlled and administered high school. Many parents believe their students do not do as well in their studies as they would do in a local high school. A number of students use the commuting and boarding handicaps as justification for dropping out of school.

As a result of these and other problems, the School Board and the Administration expanded the K-6 school in recent years. Grade 7 was added three years ago, grade 8 was added in 1977, grade 9 was added in the Fall of 1978.

To be able to better understand the community's feeling about high school education, the Board and the Administration decided in 1978 to examine several topics key to the development of a Rock Point high school. Richard F. Tonigan and Associates, Ltd. was commissioned to help the school system conduct a school community survey and to study several school developmental topics, including:

1) Adult demographic characteristics of Rock Point.

2) Adult attitudes toward school.

3) Student demography.

4) Student attitudes about education.

5) Accreditation of Rock Point School.

6) Curriculum concerns.

7) School community center possibilities.

8) Funding sources.

9) Organizational approaches.

10) Start-Up Strategies.

The study was started in February, 1978 and completed in June of the same year.*

EDUCATIONAL CONSULTANT

To secure assistance with these study efforts, the Rock Point Community School contracted with Richard F. Tonigan and Associates, Ltd., Educational Consultants of Albuquerque, New Mexico. During the past decade, Richard F. Tonigan and Associates, Ltd. has conducted numerous planning, facilities and management studies for Rock Point School. Simultaneously, the firm has also worked for several Native American Tribes, communities and institutions conducting feasibility studies, evaluations and other education planning and management projects. The firm has been in business since 1958 and has worked throughout much of the U. S. and in about fifteen foreign countries. The President of the company, Dr. Richard F. Tonigan, directed this Rock Point High School Study Project.

GRAPHICS

A number of graphics have been included in this report. Hopefully the graphics make it easier for English speaking and Navajo speaking personnel to comprehend and to discuss the facilities portion of this report.

Each facilities related graphic depicts relative locations and sizes of each of the facility components depicted in the graphic. The same is true for graphics which discuss functions. The graphics are not to scale and contain no suggestions concerning actual shapes

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*See: Rock Point School High School Assessment, June, 1978 (By: Richard F. Tonigan & Associates, Ltd., Albuquerque, New Mexico).

of spaces or buildings to be constructed; occasionally, existing structures do infer shapes of areas because of the existence of walls, columns, utilities and other restricting or difficult to relocate facility components.

SECONDARY EDUCATION

This report deals with facilities, services and programs which relate to the secondary education level. It includes items normally associated with grades 7 through 12. In the report, the functioning of the "middle school" or "junior high school" has not been separated from that of the "senior high school". The entire span of grades 7 through 12 has been treated as the "high school" since it would appear absolutely necessary that there be considerable flexibility in the use of space by sub-units of the high school; one semester it could be expected that the upper grades might use a space for a particular purpose, and the next semester one or more of the lower grades might use the same space for another high school purpose. It would also be quite likely that individual facilities, e.g. science, LMC, or vocational education, might be used by 7th, 8th, or 9th grade students one hour, and by 10th, 11th, or 12th grade students the next hour.

COMPREHENSIVE EVALUATION

COMPREHENSIVE EVALUATION OF

ROCK POINT SCHOOL

This Educational Consultant has worked several times annually with the Rock Point School. This work has evolved such activities as: developing alternate roles for the consideration of the School Board and the Administration; helping with budget preparation; analyses of equipment options and costs; conducting program evaluations; making indirect cost studies; proposing facility modifications alternatives; and working with numerous other school functions.

As this report was being prepared, the Educational Consultant had the opportunity to evaluate the functioning of the elementary school and the junior high school.

It is obvious that the amount of time and effort put into planning, implementing and evaluating the programs of each of these two school levels is paying big dividends. Students are happy; classrooms are exciting; the faculty now contains many college educated, local area Navajos; the administration, faculty and staffs are reasonably stable in membership; more parents are involved with the school; and especially noteworthy, the junior high is an operational reality. All three grades are in operation (plus 10th grade) with many classes being taught exclusively to these youngsters in the continuing to be remodeled Dormitory #1. The faculty of the junior high is bright, capable and working well with Navajo children. Students seem to be happy to be attending school in Rock Point. Families who have continued to send their junior and senior high youngsters to schools other than Rock Point will probably increasingly send their children to Rock Point as the high school adds grades 10-12 and becomes state and regionally accredited.

An evaluator of a previous year said the school has an extensive amount of internal validity, but the external validity of its program needs development. This is now taking place and especially at the junior high level where Navajo students are concerned both with the world around them and the world at large. By the time students are in the junior high they are quite competent bilingually and are working more broadly on the multicultural aspects of their education. A recent week-long trip by 7th and 8th grade students to study the environs of downtown Durango clearly illustrates this point.

Overall, the growth and development of the Rock Point School System is one of the highlights of this Consultant's professional career. As a University of New Mexico educator working rather closely for over a decade with some forty rural school systems, the Consultant is compelled to say Rock Point is a shining example of what self-determination and hard work can do for the education and independence of Indian children and communities.

HIGH SCHOOL FACILITIES

OVERVIEW

The facilities portion of this 1979 contract has been divided into several logical areas. These include:

1. An overview of the major facilities which are part of the existing school plant and high school facility requirements.

2. Facilities (and/or related services) which might be shared by the high school and the elementary school.

3. Alternative ways for using Dormitory #1 as the basic high school building.

4. New facilities which might ultimately have to be constructed.

5. Facilities which need to be modified to permit relocating functions currently housed in Dormitory #1 into other portions of the school plant, particularly Dormitory #2.

The campus plan figure which follows depicts the relative location and size of all structures located on the academic plant portion of the school compound (see Figure 2).

As can be seen, the structures are fairly evenly distributed over the academic and dormitory portions of the site. Most of the school and dormitory buildings were constructed during the early to mid 1960's. The small, 40-plus year old original school structure was converted into apartments during the 1960's; it is located in the residential area to the west of the present academic plant and hence, like other residential units located in that area, is not identified on this campus plan.

The physical plant is rather typical Bureau of Indian Affairs designed architecture. Interior and exterior walls are mostly painted concrete block; floors are concrete covered with asphalt or vinyl asbestos tile; ceilings are made of plaster or acoustical tile; and, roofs are flat.* The materials used in the plant were traditionally institutional in quality and color. The types of facilities included in the Rock Point plant are those traditionally provided in elementary school plants in the 1960's by the BIA.

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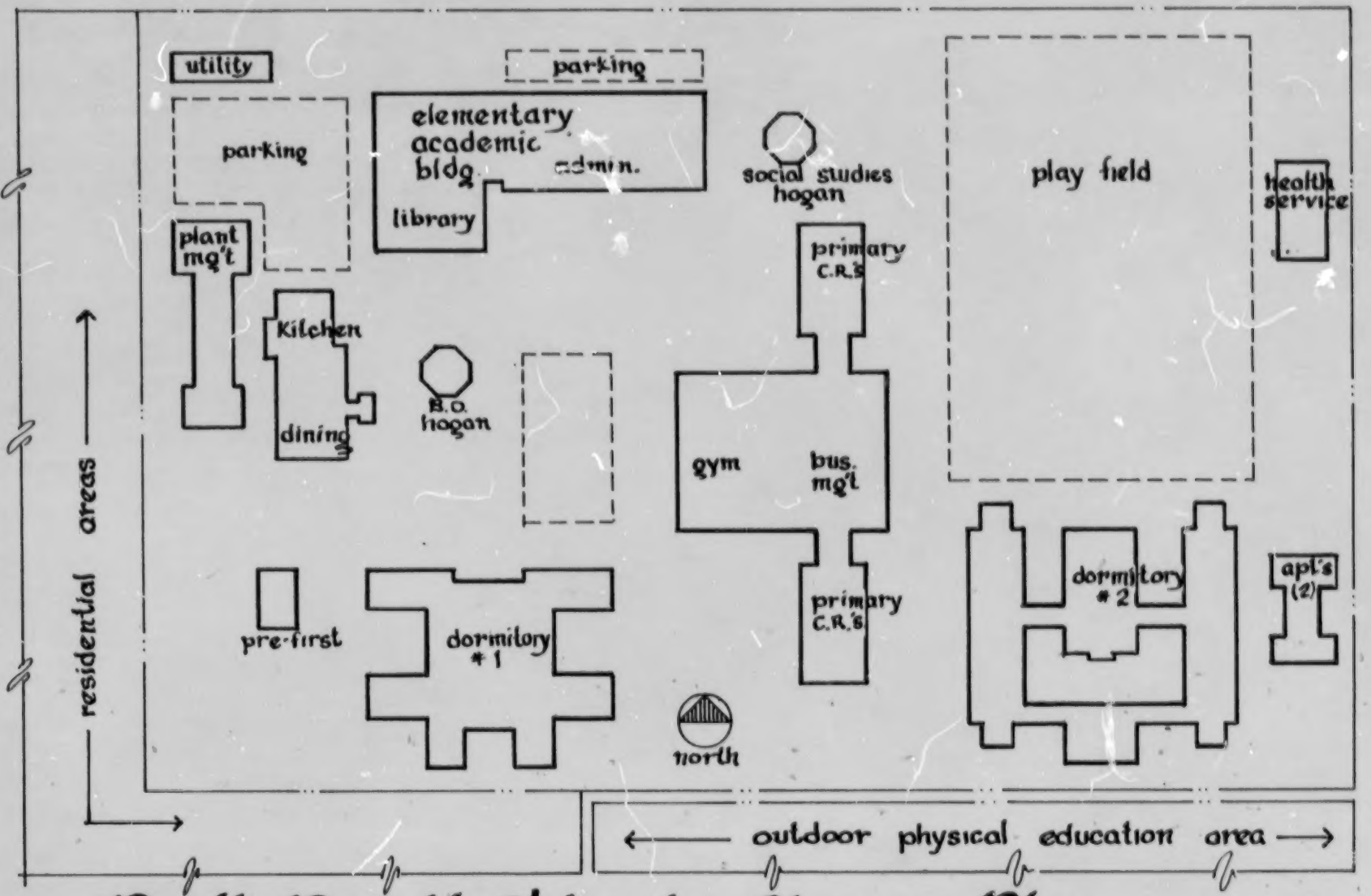
* Roofs were inadequately designed or constructed since they frequently leak water in numerous locations throughout all of the larger structures. Although the BIA has repeatedly repaired some of the roofs, the long-range probability appears to be that the buildings should be totally reroofed.



Rock Point School ~ Campus Plan

not to scale 6/19

FIGURE 2

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In terms of the elementary schools that were constructed in the nation in the 1960's, this plant was designed to include most of the facilities which might be found in better communities. As the school has developed, however, new programs have been added, grade levels have been added, more materials are being produced, the community has taken over the administration of the school, etc.; and, facilities that were once fairly adequate for a K-6 school are now inadequate for a K-12 school. To alleviate the situation and to make it possible for the overall educational program to continue to grow and develop, Rock Point School is rearranging areas and altering the functions to be served by some of the facilities. This facilities study contains ideas about further modifications that might prove to be both feasible and desirable.

Utilities

During the past several years the Rock Point School has continued to expand its program and to increase its use of existing facilities, including the various utilities systems, i.e. electricity, gas, domestic water, storm sewers, sanitary sewers and mechanical heating, ventilating and airconditioning systems. At this point, no one knows how much spare capacity might exist in each and every one of these utilities systems. It is possible that some are already partially or completely overloaded; or that they are in a sufficient state of disrepair or deterioration to warrant a need for early replacement.

It is suggested that Rock Point School either 1) request the Bureau of Indian Affairs to conduct a study of the systems and identify in layman's terms the specific condition of each system, and 2) that the Bureau identify the locations and the amounts of any spare capacity. Likewise, it would be advisable to ascertain whether or not the Bureau has any planned program for accomplishing major rehabilitation or replacements of the existing utilities systems.

If Rock Point School decided to conduct the study independent of the Bureau, or in conjunction with the Bureau, the utilities systems evaluation could be conducted either by an independent engineering, architectural-engineering or educational planning and management consulting firm. The cost of having an independent firm conduct the study would probably range somewhere between $15,000 and $30,000. Such a study would probably take eight to twelve weeks to accomplish.

As a word of caution, the proposed modifications to Dormitory #1 for high school purposes should probably reduce utility requirements from what was formerly required when the building was used as a dormitory with the exception that electrical requirements will probably increase substantially (if a decision was made to air-condition any or all parts of Dormitory #1, this would also increase electrical demand).

High School Facility Requirements

Although many of the courses and some of the subject matter areas of the comprehensive educational program which should ultimately characterize the Rock Point High School will not be developed or offered to students for years to come (i.e. until the School Board and the Administration have time to explore community interests, curricular and extra-curricular needs, additional funding is available, and so forth), it seems advisable at this stage in the development of the high school to identify those High School facilities which would 1) be needed now or in the near future and would be located within the existing school plant or temporary additions thereto, and 2) be needed in the long range and would most likely be housed in either a new high school plant or a combination of the existing plant and major permanent additions thereto (i.e. additions which might be physically added on to existing structures or which might consist of separate new structures).

A listing of high school facilities which would probably be needed in the immediate or near future and which would be located either in the present plant, or minor temporary additions thereto, is listed in the paragraph which follows. The more complete listing, the one which is needed for the long range planning of a more permanent high school plant, is included in the Supplement to this report.

The high school facilities which are needed now or in the near future can be divided into three major categories:

1. Existing school plant facilities which can be jointly shared by the high school with the ongoing elementary school program.

2. Space in Dormitory #1 which can be either used in its present arrangement or which may need minor or major remodeling.

3. New facilities which might house portions of the high school program, the arts and crafts program which was most recently temporarily housed in Dormitory #1, and a community center.

The high school facilities which are needed now or in the near future at Rock Point include:

1. Physical Education:

   a) Gym
   b) Boys' Locker/Shower
   c) Girls' Locker/Shower
   d) Stage Facilities
   e) Bleacher Areas (2)

2. Food Service:

   a) Kitchen
   b) Dining Room
   c) Office
   d) Cold storage
   e) Dry Food Storage
   f) Can Washing and Storage
   g) Help's Locker Rooms (2)

3. Central Administration:

   a) General Office Including:
      Reception
      Secretarial/Clerical Area
   b) Director's Office
   c) Assistant Director's Office
   d) Business Management Offices Including:
      Finance/Budget/Accounting
      Insurance
      Data Processing
      Central Stores
      Plant Management
      Personnel
      Fringe Benefits Program
      Student Personnel Records
      Transportation

4. Residential Facilities (in Dormitory #2):

   a) Sleeping Rooms
   b) Shower Rooms
   c) Toilets
   d) Storage
   e) Offices
   f) Lounge(s)
   g) Laundry Including:
      Machine Rooms (2)
      Sorting Storage Room

5. Regular Classrooms:

   a) English
   b) Math
   c) Language
   d) Health
   e) Social Studies
   f) Civics

6. Large Group Instructional Room:

   a) Lecture Demonstration
   b) Movies
   c) Assembly
   d) Drama
   e) Speech
   f) Dancing
   g) Communication Arts
   h) Performances (music, etc.)

7. Specialized Instructional Rooms:

   a) Applied Arts and Technology Including:
      Home Arts
   b) Business Education Including:
      Typing
      Shorthand
      Bookkeeping
      Office Machines
   c) Vocational Including:
      Wood Shop
      Electronics
      Auto Shop
      Agriculture
   d) Art Including:
      Fine Arts
      Arts and Crafts
      Graphic Arts
   e) Music Including:
      Choral
      Instrumental

8. LMC Components:

   a) Office-Workroom
   b) Conference and Viewing
   c) Library
   d) Reference Materials
   e) Materials Production
   f) Card Catalog
   g) Audio Visual Storage
   h) Hot Carrels
   i) Circulation (including stairs and elevator)
   j) Mechanical
   k) Repair Workroom
   l) Storage of Books and Supplies
   m) Toilets
   n) Custodial Closet

9. Administration (of Grades 7-12):

   a) Principals
   b) Reception
   c) Workroom

The facilities listed above under numbers 1, 2, 3, and 4, i.e. physical education, food service, central administration and residential facilities in Dormitory #2, could all be facilities shared with the elementary school and the high school. Hopefully, for the first few years of the grade 7-12 high school, the high school program could be housed in the shared facilities plus the converted Dormitory #1, but, as this study progresses and as Rock Point continues to develop its high school program, may find it necessary to either add to the Dormitory #1 structure or to install some temporary or permanent facilities.

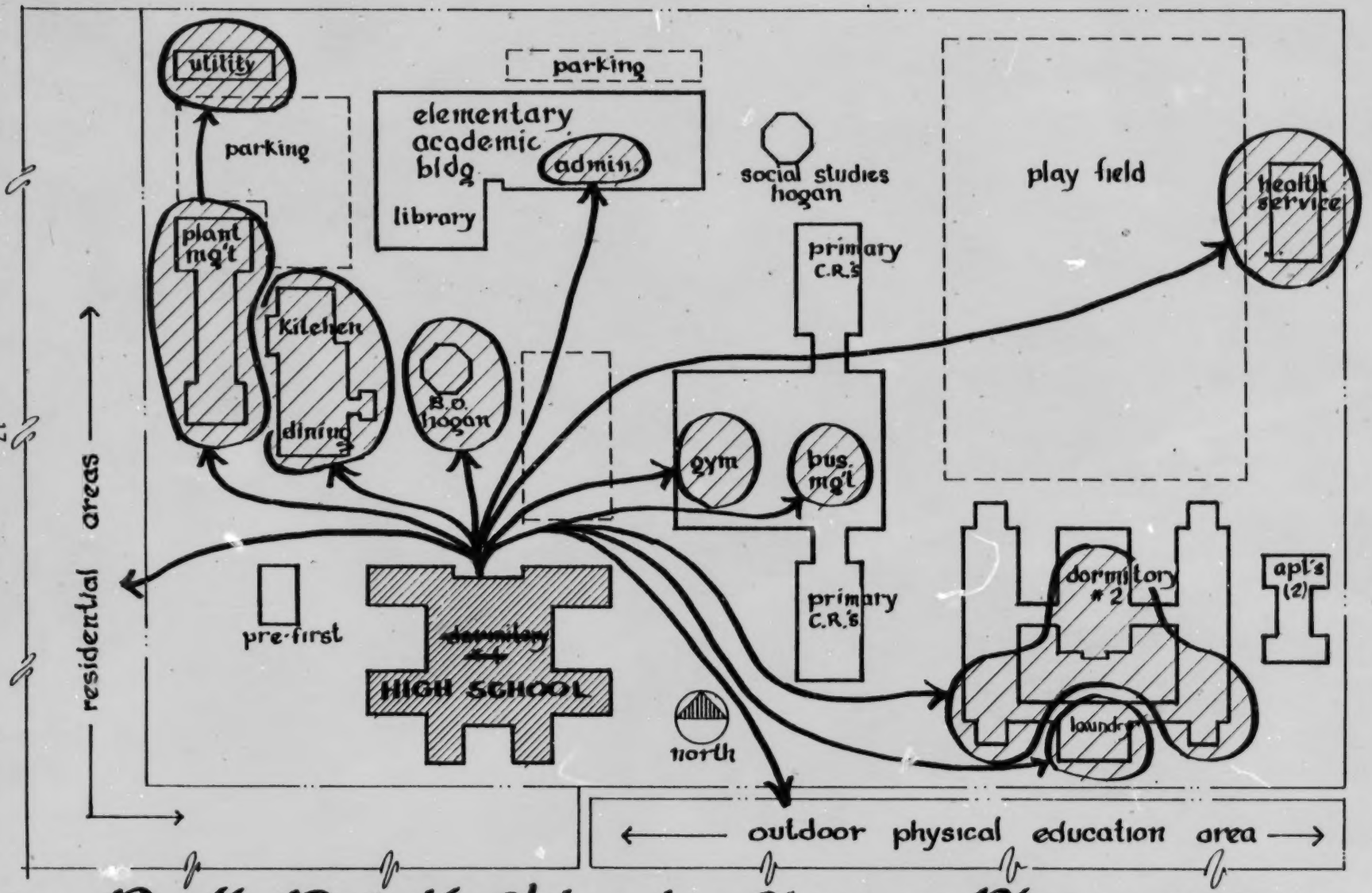
SHARED FACILITIES

During the formative years, there are many opportunities for the developing high school and the existing elementary school to share the existing elementary school plant. Since the joint usage of facilities has implications for both the conduct of the educational program and the social conduct of students, an examination has been made of the situations in which the two school levels might share the facilities. The results of this examination are presented in this document in a manner which should clarify some of the student contact areas and which should identify feasible possibilities for reducing potential conflicts.

Although this section of the report deals with facilities, it should be understood by the reader that sharing facilities often means also sharing services, e.g. school board function and the administrative function.

In the Figure which follows, an attempt has been made to identify the facilities which high school students housed in the Dormitory #1 will share with elementary school personnel (see Figure 3).

It appears quite obvious that there will be considerable joint usage of circulation areas, e.g. sidewalks, hallways, lobbies, vestibules, etc., and therefore, pedestrian circulation was also studied.



Rock Point School ~ Campus Plan ~ SHARED FACILITIES/SERVICES

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FIGURE 3

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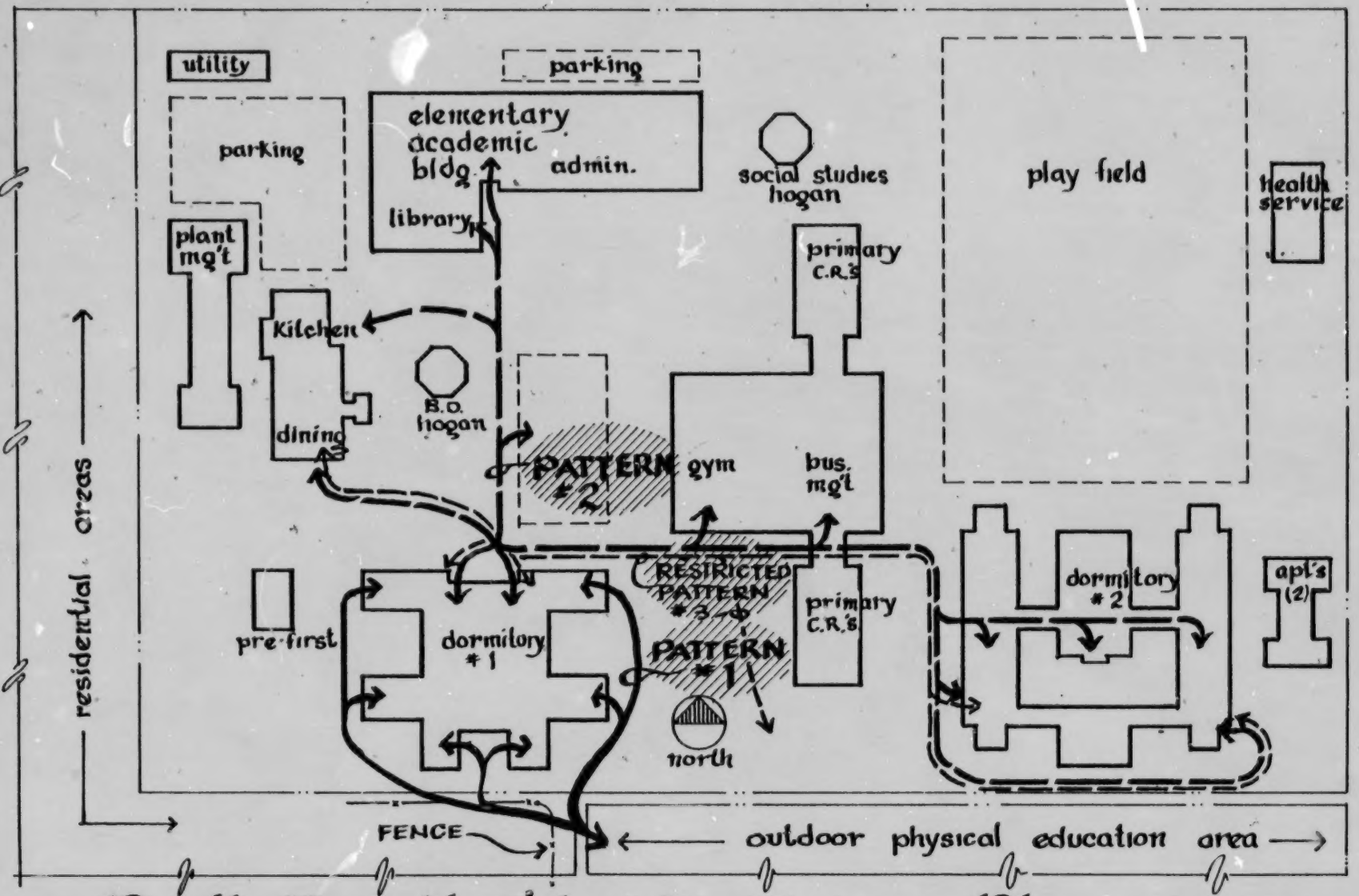
Pedestrian Circulation Patterns

The Figure which follows depicts the high school student circulation patterns which are most likely to evolve at the school (see Figure 4). Walking Pattern #1 will involve little cross traffic with elementary children expect perhaps as children walk to and from school as they go to and from their homes. Pattern #2, on the other hand, offers considerable opportunity for younger and older children to cross paths or to walk with each other. If a conflict situation of major portion develops on the sidewalks because children of both elementary and high school ages are concurrently walking on them, it might prove beneficial to alter the class-time schedules of the two schools so that at any one time only one age group is on the Pattern #2 walks. An alternate conflict resolution effort could be directed toward reducing the scope of Pattern #2, e.g. placing the high school library in Dormiory #1 (or nearby), requiring high school students to enter and exit the dining room, gym and Dormitory #2 by the southern-most exterior doors, and limiting play on the hard surface court located just to the east of Dormitory #1 to high school students (see the dotted line route, Restricted Pattern #3, on Figure 4.

If an outdoor social use area (a place in the shade to rest, nap, read, relax, talk, snack, socialize with members of the same or

(continued)



Rock Point School ~ Campus Plan ~ CAMPUS CIRCULATION PATTERNS

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FIGURE 4

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opposite sex, play games, and other informal activities) is to be developed, this area probably should be located in Circulation Pattern #1 area and not in Pattern #2 or #3 areas; obviously, this would help to keep the activity of the older children separated from that of the younger children.

It should be noted that the eastern end of the family housing area is located quite closely to Dormitory #1, and further, that as more housing units are added to the site, the two will become closer to each other. This situation would likely create what might be called an "attractive nuisance", i.e. students going back and forth from Dormitory #1 and the physical education area might be attracted to people/things in the housing area and want to go there instead of to their scheduled school activities.

A suitable method of control should be devised to keep the two areas physically separated, e.g. a fence or hedge.

Vehicular Traffic and Parking

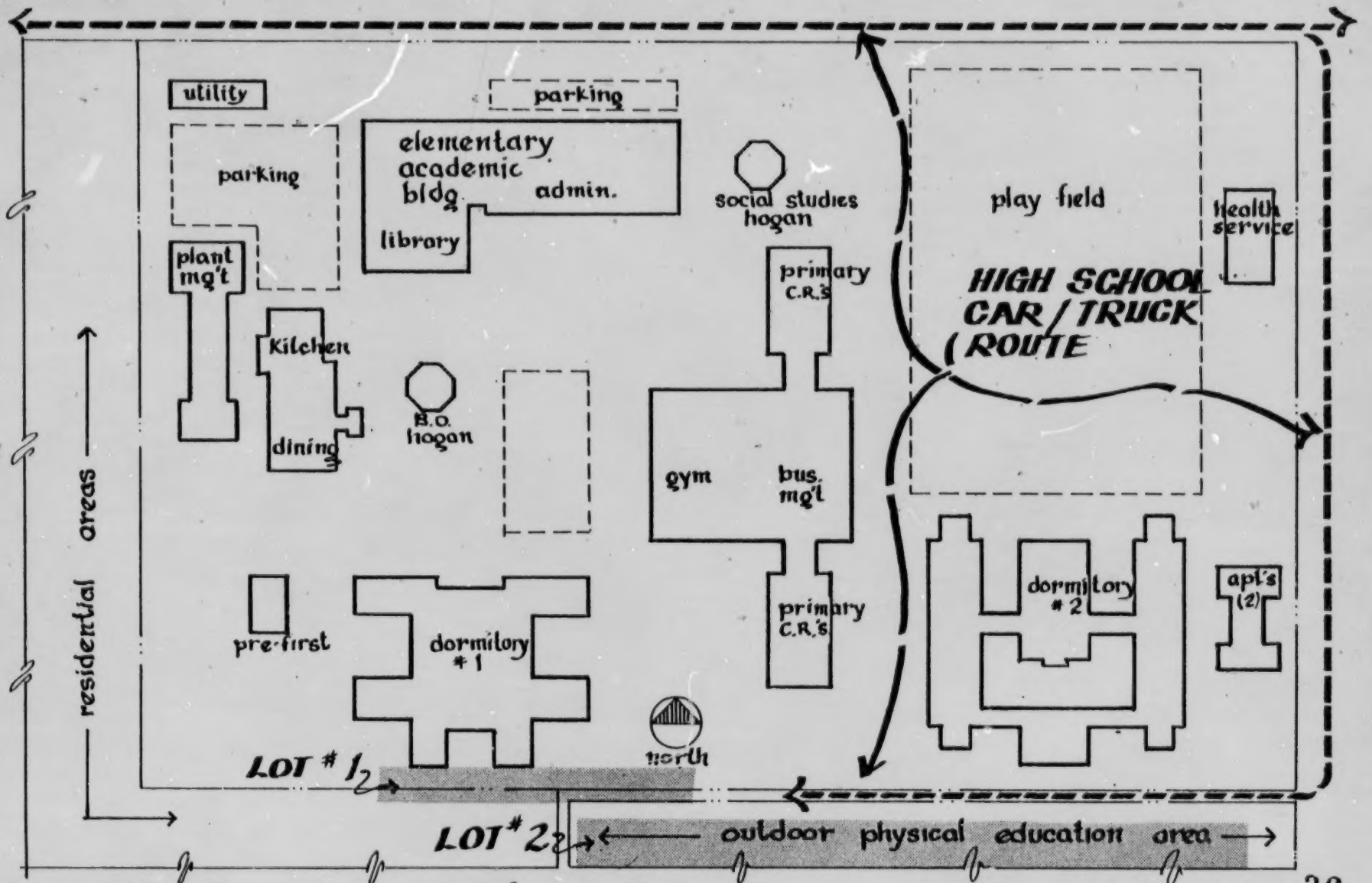
As the high school begins to have upper grades, student enrollment and faculty/staff sizes will increase. More students, teachers and staff (more visitors, too) are likely to commute by car from home to school. Increasingly, unless BIA undertakes to construct more houses, faculty and staff members will live off of the campus. Most likely, older high school students will be driving their own cars to school as the economy of the area continues to improve. For these and for safety reasons, a parking area should be designated and appropriately constructed, marked, etc., to accommodate the needs of the high school.

The number of car and pickup truck spaces which will be needed can be approximated only. It would probably be advisable to start with 10 to 20 spaces and then to reserve space adjacent to, or nearby, this first parking area for expansion should more spaces be needed in future years (see Figure 5).

This high school parking lot(s) can serve at least two additional functions. It could be designed as part of a driver training facility (and maybe funded as such). And, it could, during non-school hours, accommodate drivers using or observing the high school physical education portion of the campus.

It would also increase campus safety if a vehicular route were established for high school personnel to utilize (see Figure 5). The most desirable route would seem to be one which directs vehicles away from housing, school facilities, and people.

Before the exact location of the parking lot(s) can be established, the area between Dormitory #1 and the physical education area will need to be more precisely allocated for the functions to be



Rock Point School ~ Campus Plan ~ ALTERNATE

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PARKING LOT #1 & 2
CAR/ TRUCK ROUTE

FIGURE 5

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located in the area.

Buildings Which Can Be Shared

Figure 3 depicted the facilities and general services which the high school and the elementary school would share. These buildings and services include virtually every building on the academic and student resident portions of the campus (with a couple of minor exceptions):

1. Physical Education

   a) Gym
   b) Boys' Locker/Shower Room
   c) Girls' Locker/Shower Room
   d) Stage Facilities
   e) Bleacher Areas (2)

2. Food Service

   a) Dining Room

3. Administration

   a) The General Administration Office Including Reception and Secretarial/Clerical Areas
   b) Director's Office
   c) Assistant Director's Office
   d) Business Management Office including Finance/Budget/Accounting, Insurance, Data Processing, Central Stores, Plant Management, Personnel, Fringe Benefits Program, Student Personnel Records, Transportation

4. Residential Facilities in Dormitory #2

   a) Sleeping Rooms
   b) Shower Facilities
   c) Toilets
   d) Storage
   e) Offices
   f) Lounge
   g) Laundry Facilities

5. Other Areas/Services

   a) Plant Management
   b) School Board Services
   c) Health Services
   d) Play Fields

Physical Education

There is only one gym in the elementary plant. Fortunately, it is a little larger than those which would be built in non-BIA schools and hence, it has for some time been used as a community gym and could quite readily be used as the temporary high school gym without any change in the basic structure, but with the addition of equipment (see Appendix A).

It will, however, be necessary to develop a schedule of use which will provide reasonable shared use of the facility by both the elementary and the secondary schools. To facilitate the absorption of the extra high school classes, it may be necessary to increase the number of classes which are in the gym during any one period, and it may be necessary to shorten the length of gym periods, or, as a further alternative, children in the lower grades might use the dining room area in the food service building inseat of using the gym. A further alternative would be to alternate the days on which high school and elementary school groups are scheduled for a physical education activity. A last thought, a tennis court-type wind break could be installed around the hard surface court located near the board room and the gym to assure that this actual area is a more suitable physical education space in windy weather.

Administrative Facilities

At present, the administrative facilities of the Rock Point School are located in several different locations (see Figure 6).

1. The Director's office is in the center part of the classroom building. Some of the Elementary School staff is housed nearby and others are in the Gym Building.

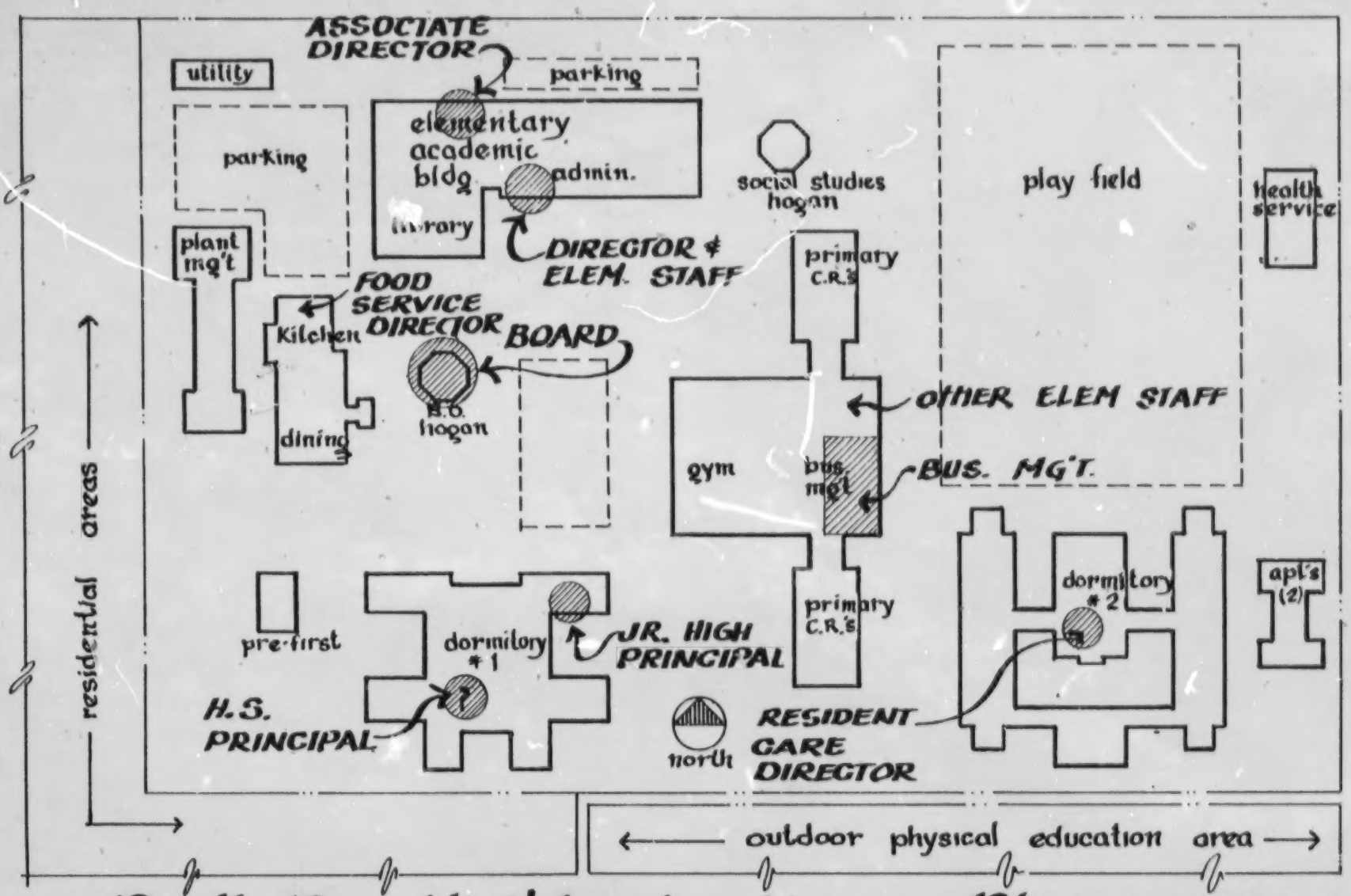
2. The Associate Director's office is in the same building, but across and up the hall a ways.

3. The School Board room is a separate building. When it is not being used by the Board, it is frequently used by the Director and the Associate Director as a conference or work room.

4. Business functions are housed in a suite of rooms in the Gym Building.

5. The Principal of the Middle School has an open space type office in one of the wings of Dormitory #1.

6. The Residence Hall Director has office facilities in Dormitory #2.



Rock Point School ~ Campus Plan ~ DECENTRALIZED ~ ADMINISTRATION

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FIGURE 6 BEST COPY AVAILABLE

7. The Food Service Director has office space in the cafeteria building.

8. The Plant Manager has office space in the plant management building.

In many school systems, all or most all of the above listed administrative functions would be housed in a common administrative facility. Some thought should, therefore, be given to considering whether it is best at Rock Point to keep the administrative activity decentralized or whether, at some point, a more centralized approach might be undertaken.

Assuming that the decentralized approach is continued, the only concern of this study would be provisions for high school related office space in Dormitory #1. On the other hand, if Rock Point decides to move towards centralization of the administrative facilities, it would seem reasonable to consider:

a) That only some of the administrative functions might be centralized.

b) That ultimately all of the functions would be centralized.

Assuming for the moment that it would be advisable to centralize only selected administrative facilities, it would probably be advisable to either remodel a section of the classroom building as a place to house such facilities, or to plan a new, appropriately located, facility.

If all administrative facilities are to be centralized, it would probably be best to plan from the beginning to construct a new facility. (Converting classroom space to administrative space is probably out of the question at Rock Point; the school does not have space to spare.

Food Service

The present food service facility was designed for a K-6 school enrolling about 400 students. The facility contains adequate space and equipment to serve the proposed K-12 school if all of the students eat in the dining hall (additional equipment would be needed if high school food was to be prepared in the kitchen and trucked to the high school to be served).

It might socially prove advisable to either subdivide the dining room facility into two areas, e.g. a K-6 area and grade 7-12 area, or it might prove to be advisable to divide the same two groups by serving them at two different times, e.g. 11:00 a.m. to 12:15 p.m. and 12:20 p.m. to 12:50 p.m.

A third, and quite different, approach would be to prepare the grade 7-12 food in the present kitchen but serve it in the rehabilitated Dormitory #2. This process would prove to be more work and inconvenience, but with throw-away dishes and utensils, the work could be minimized and the cost held constant. This would further assist with separating the K-6 and grade 7-12 students and should help with making the high school a place where young adults would more enjoy being in school -- not "eating with the babies" in the dining room.

In addition, by serving the high school children in Dormitory #1, all K-12 students could eat at the same, or a different time if desired; more use could be made of the playground and the elementary school during lunch hour (e.g. library, photo lab, and classrooms).

Grade 7-12 students could eat on fold away-roll away tables in the classroom, in the lounge, library or a large-group-assembly room (as an alternate, grade 7-12 students could similarly eat in the gym).

Student Residential Facilities

The present elementary school plant was built with two dormitories, commonly referred to as Dormitory #1 and Dormitory #2. During recent years, as a result of Board policy and as a result of improved transportation vehicles, fewer of the students now utilize the dormitory living program than used to be the case. As a result, dormitory living students now utilize Dormitory #2 only, and Dormitory #1 is utilized for a combination of purposes including:

1. The creation of the high school program.
2. The commuting day school program.
3. A portion of the Rock Point laundry program.
4. All grades plus community adult arts and crafts program.

As this report is being written, the school is contemplating or actually relocating the latter three items in the above list to other locations in the school plant so that the entire area of Dormitory #1 can ultimately be used to house all, or a substantial portion of, the high school program.

In later sections of this report, the reader will find further descriptive material concerning Dormitory #2 and the relocation of functions from Dormitory #1 into Dormitory #2 or other campus locations.

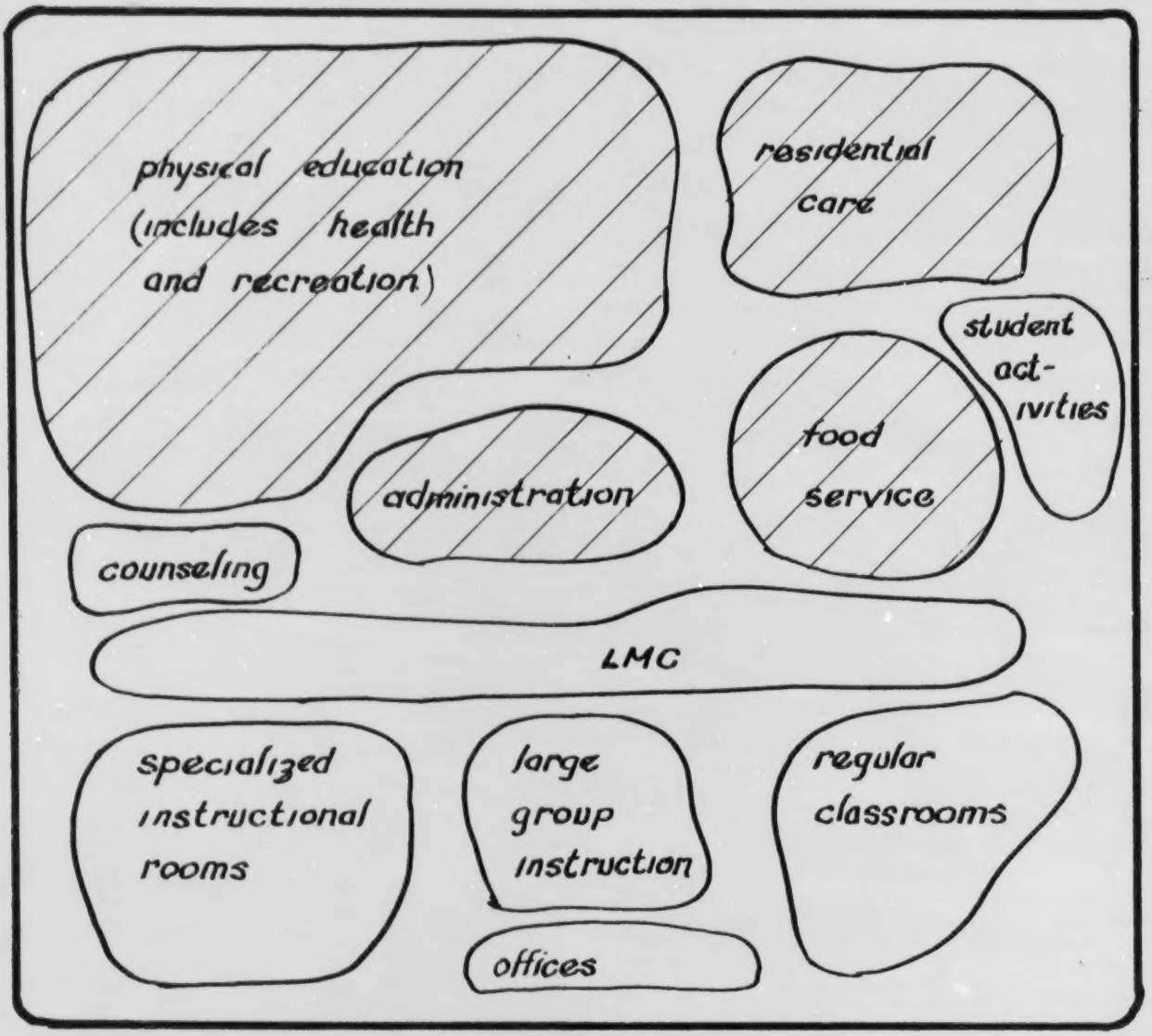
DORMITORY #1 AS THE HIGH SCHOOL BUILDING

In the last section emphasis was placed on identifying existing school plant facilities which the high school could share with the elementary school. In this section of the report emphasis is placed on examining optional uses of Dormitory #1 as the high school building.

The figure which follows depicts those major components of the high school program which will be housed in shared facilities; the balance, the unshaded components, need to be housed in Dormitory #1 if it proves possible (see Figure 7).

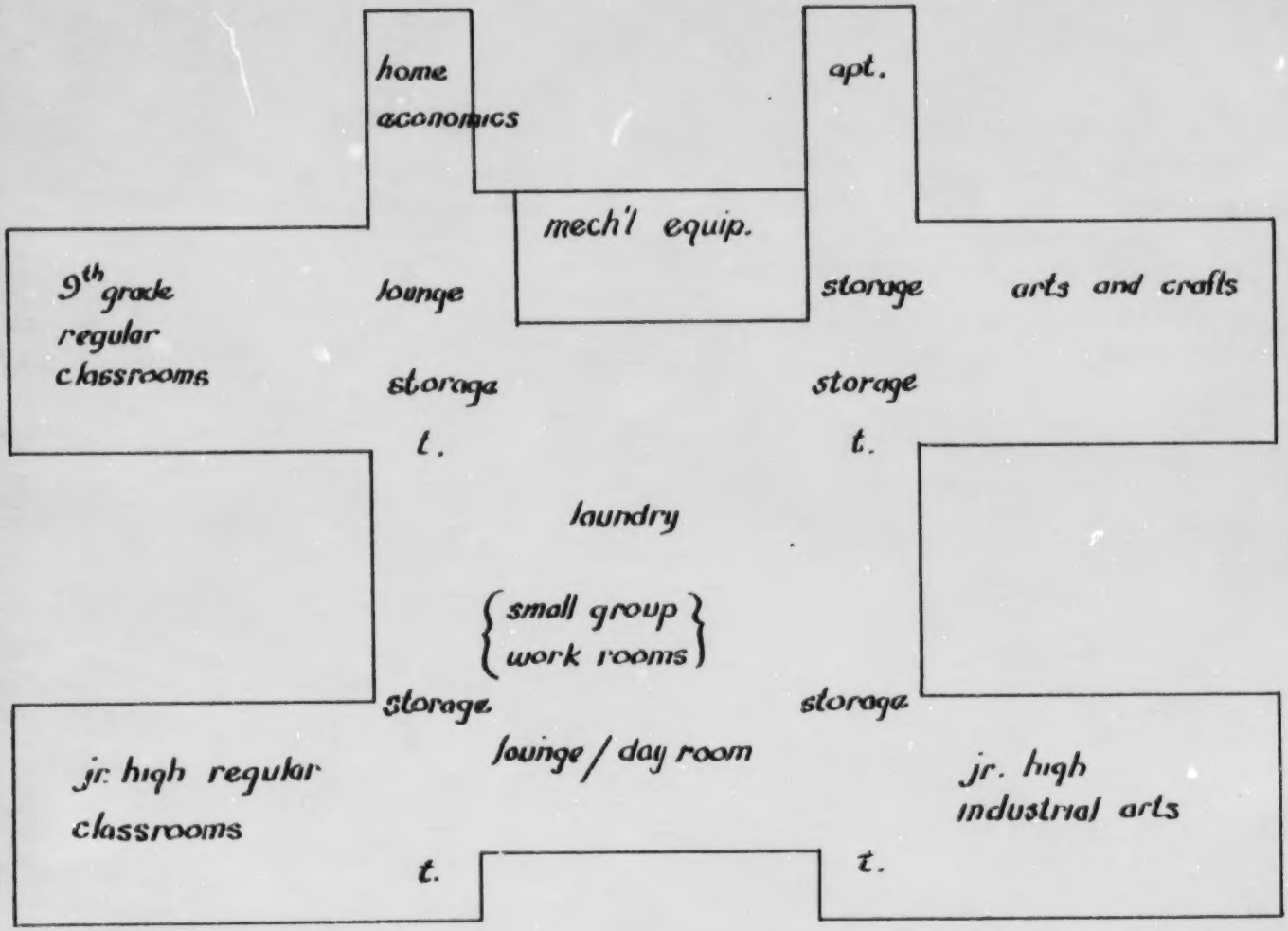
The second figure which follows depicts how Dormitory #1 was being utilized as school closed in May of 1979. As can be seen, it was serving quite a conglomerate of functions (see Figure 8).

The original layout of Dormitory #1 facilities is depicted in the third figure which follows. This is basically the layout of the building at the present time although some relocatable partition units have been installed in the two eastern wings. The two small southern wings identified as "Apt." are, in fact, further subdivided into bedrooms, living room, kitchen, and so forth (see Figure 9).



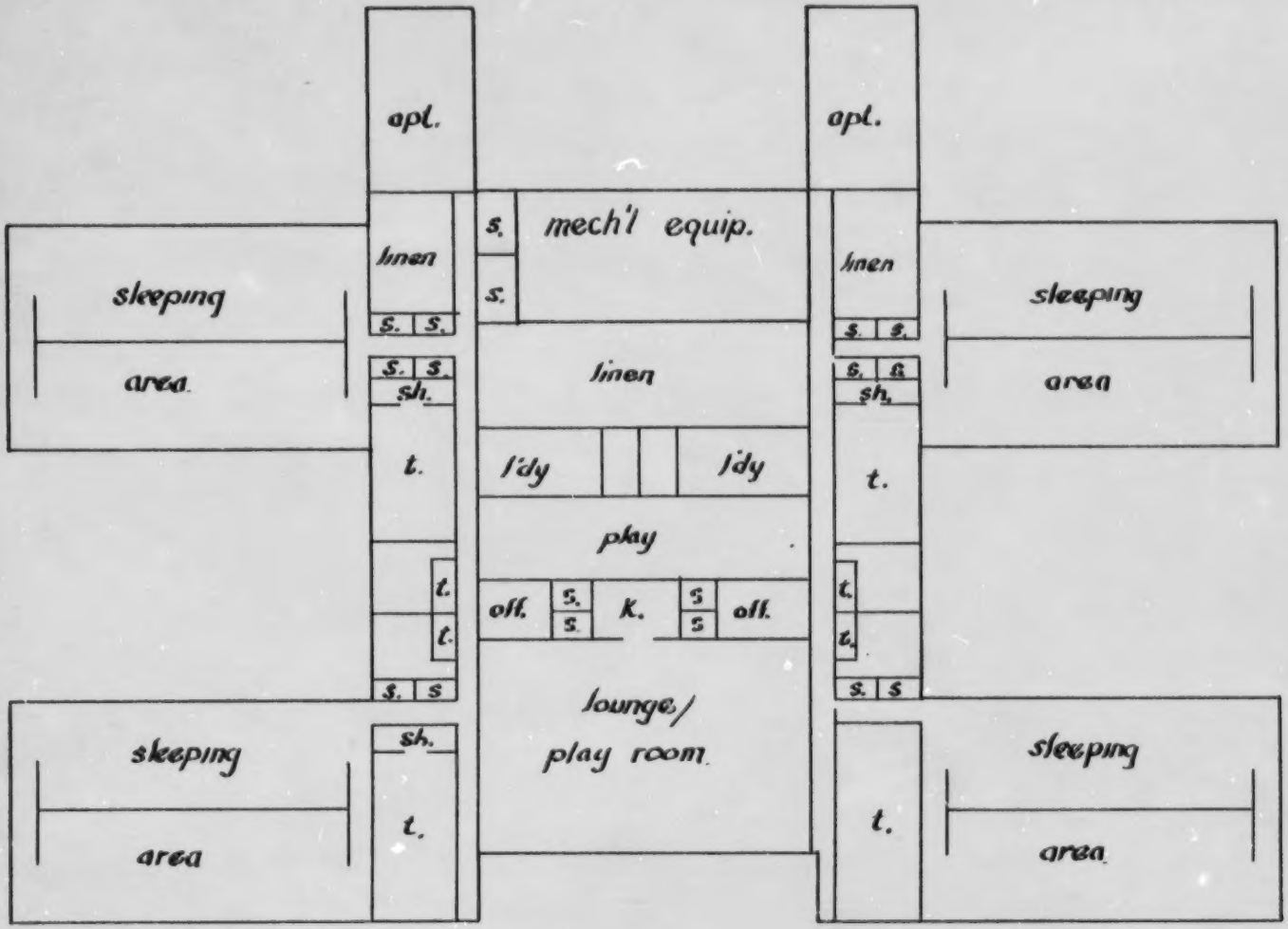
Master List of desirable Rock Point High School Facilities (Facilities which can be shared with the Elementary School are crosshatched.)

FIGURE 7



DORMITORY #1 CURRENT UTILIZATION PATTERN

FIGURE 8



DORMITORY #1 ORIGINAL LAYOUT OF FACILITIES

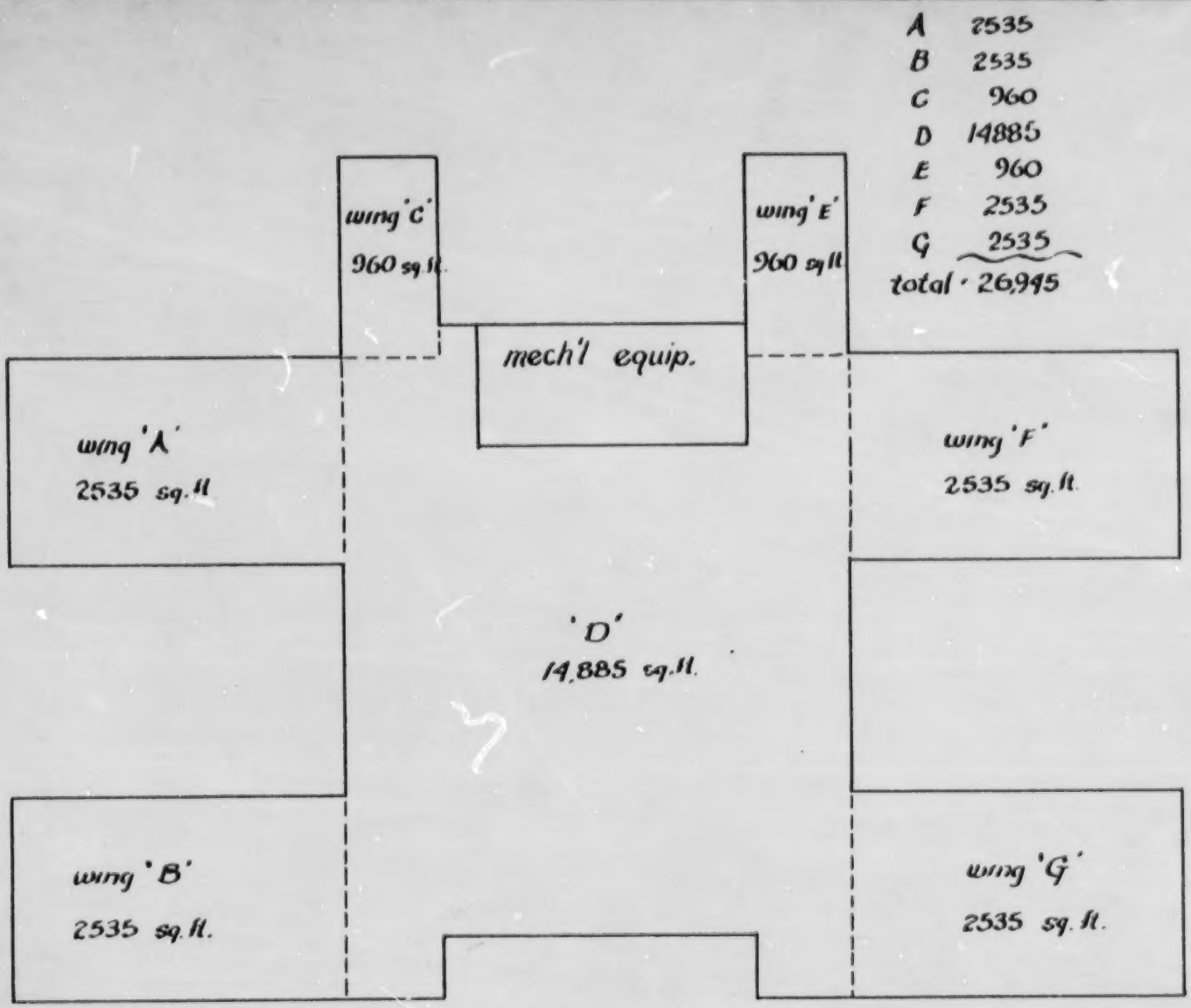
FIGURE 9

Space Requirements

If Rock Point was planning to construct a new comprehensive high school facility, one method for determining how large the school plant should be would be to multiply the student capacity by so many square feet and this would equal the total square footage that should be in the plant. This formula does not apply in the current situation, however, since Rock Point High School will be sharing some facilities with the elementary school and remodeling an existing dormitory to secure other high school space.

The situation at Rock Point is somewhat like a jigsaw puzzle. Instead of determining how much space is needed, the problem at Rock Point is determining how to fit the developing program into the space that is available.

Dormitory #1 contains 26,945 square feet. Approximately two-thirds of this space is assignable for school purposes, and one-third is unassignable, i.e. it will be used for hallways, lobbies, building components (walls, columns, etc.), mechanical equipment, and so forth. The building could be enlarged by adding either temporary or permanent additions. This possibility is discussed in more detail later in the Report. The building could be increased in size by approximately 50 percent by adding such additions. (See Figure 10.)



DORMITORY #1 MAXIMUM USEABLE SQUARE FOOTAGE

FIGURE 10

Teaching Stations

When a school system has adequate funds available to construct all of the facilities needed for a comprehensive high school, the school system generally builds regular classrooms, including gym, for about 30% to 35% of the regular school facility and of the remainder of the physical plant 20% to 25% is used for more specialized instructional space and the balance (40% to 50%) is used for circulation, public use, construction materials, utility areas and so forth. Hopefully, when Rock Point secures the funds to build its permanent, long-term high school plant, it will be funded on a basis which will permit it to build each and every one of the types of facilities it will need. At the present time, however, Rock Point is engaged in trying to house its emerging high school program in a combination of existing, to be shared, facilities and a remodeled Dormitory #1 (plus possibly some temporary additions). This process of fitting major portions of the emerging program into Dormitory #1 presents a considerable problem. The conversion for Dormitory #1 must call for the lowest possible expenditure and must keep reconstruction of the existing structure to the absolute minimum. In addition, since funding for additions to the structure does not exist, every effort should be made to demonstrate how the emerging program can be housed without requiring additions to Dormitory #1. (The Consultant has, however, identified where additions might be located should funds become available and should the emerging program require such space.) The minimum number and type of teaching stations which the grade 7-12 high school will require are the following:

8 regular classrooms
1 math room
1 science room
1 gym (part time)
1 combination music-fine arts room
1 arts and crafts room
1 home economics room
1 business education room
1 construction and trades shop (also industrial arts)
1 vehicular shop
1 agriculture shop
1 large group assembly-instruction room

The number of students which can be accommodated by these teaching stations would probably range as follows:

Station	Maximum	Minimum
8 regular classrooms	20	10
1 math room	10	5
1 science room	10	5
1 gym (part time)	30	20
1 combination music-fine arts room	20	10

(Continued)

1 arts and crafts room	20	10
1 home economics room	5	5
1 business education room	15	10
1 construction and trades shop (also industrial arts)	10	5
1 vehicular shop	10	5
1 agriculture shop	10	5
1 large group assembly-instruction room	30	20
Seating Capacity	380	180

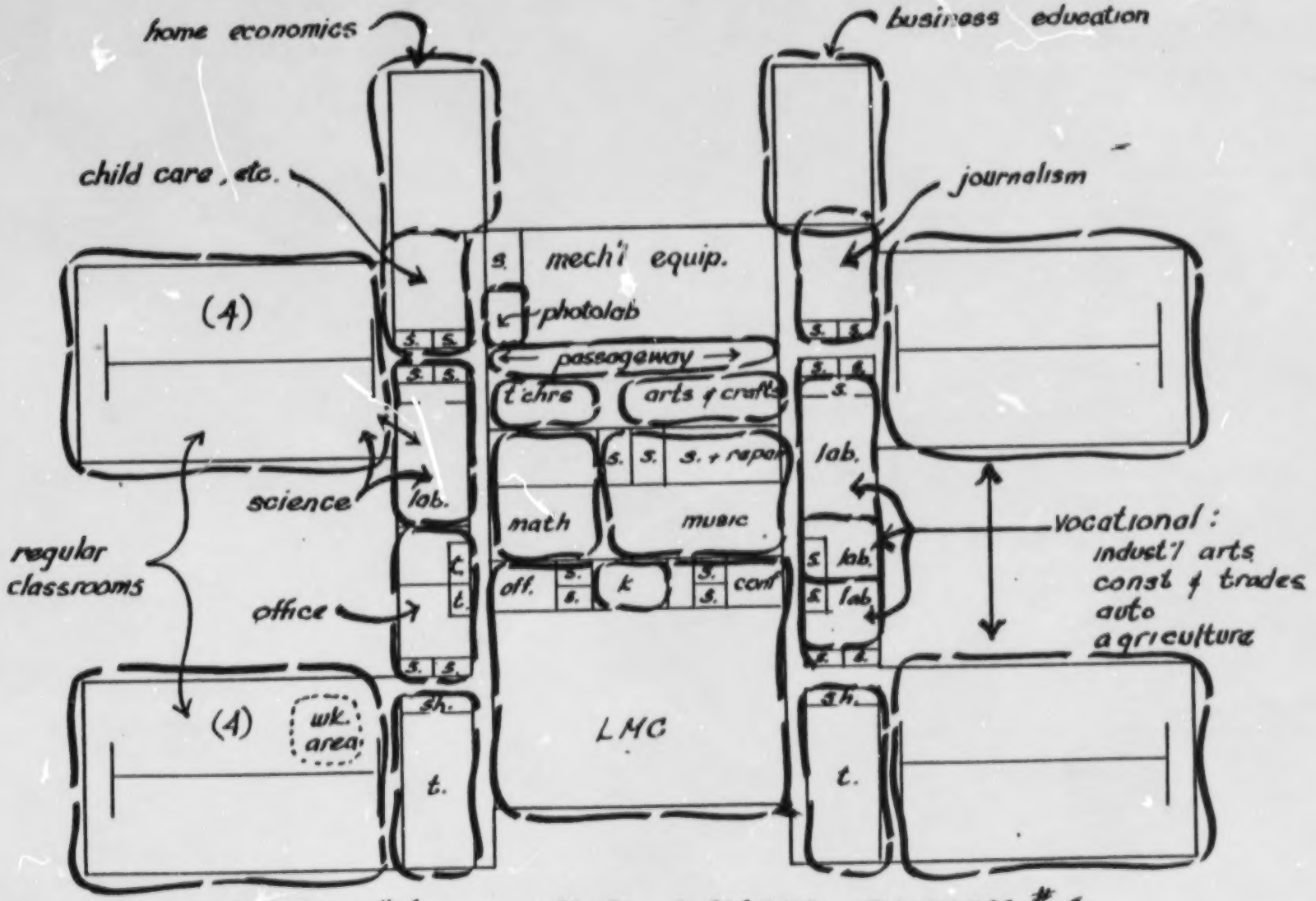
It would be possible to perhaps reduce the number of rooms slightly, but not until the school has made firm decisions on such things as exactly which courses will be taught; how many years there will be in the course offering cycle; whether courses will be offered on a quarter, semester, annual or other time basis; whether some of the courses can be taught with ungraded classes; the size of physical education classes (probably 20 to 30 students would be desirable); whether groups of classes could be taught in a large group instruction setting; how many students would be enrolled in music and fine arts courses; how many students actually enroll in the school; how much of the instruction will be offered as individualized or very small group instruction; and other such pertinent items.

Teaching Station Location Options in Dormitory #1

The graphics which follow portray several optional arrangements for locating the above mentioned teaching stations, excluding those to be located in shared facilities, in Dormitory #1. In addition to the above listed teaching stations, several other alternative teaching-learning areas have also been listed as possibilities. As a result of this teaching station portion of the overall study, it has become obvious that this high school building will become overcrowded as all of the grades are added to the school and as the comprehensive program is instituted. On the other hand, if funds cannot be found for additional space to be added to this building, it also appears that the high school could function in this structure for a few years if courses are offered on a multi-year cycle and if some areas, especially two vocational wings, are converted back and forth from one group of vocational subjects to another, e.g. construction and trades with industrial arts and agricultural education with vehicular related vocational education (see Figures 11-14).

Educational Specifications

When Rock Point proceeds with the development of each of the teaching stations in the high school, assuming it does so on a station-by-station or facility-by-facility basis, it would be wise



DORMITORY #1 H.S. LAYOUT OPTION #1

FIGURE 11

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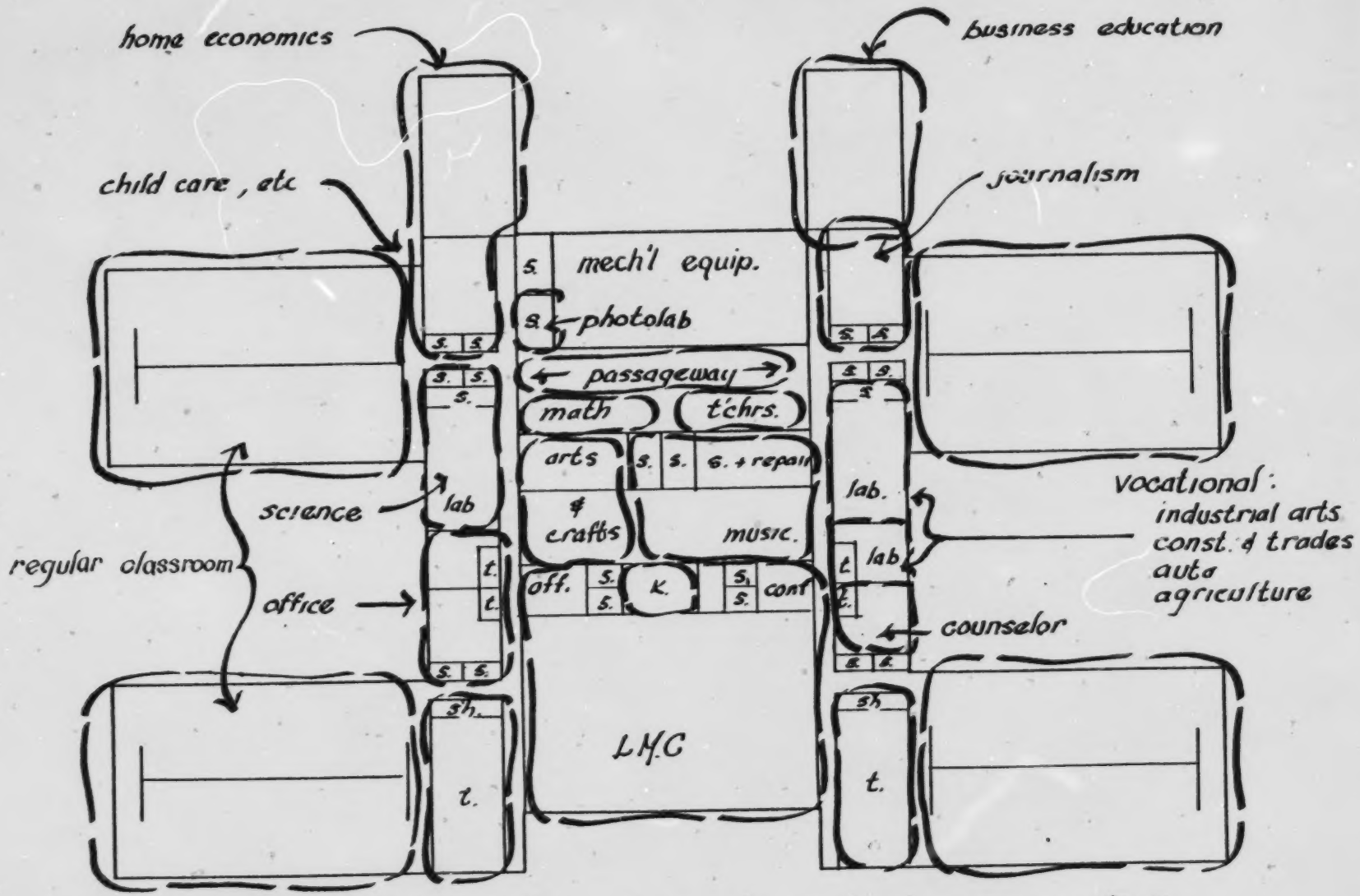

FIGURE 12

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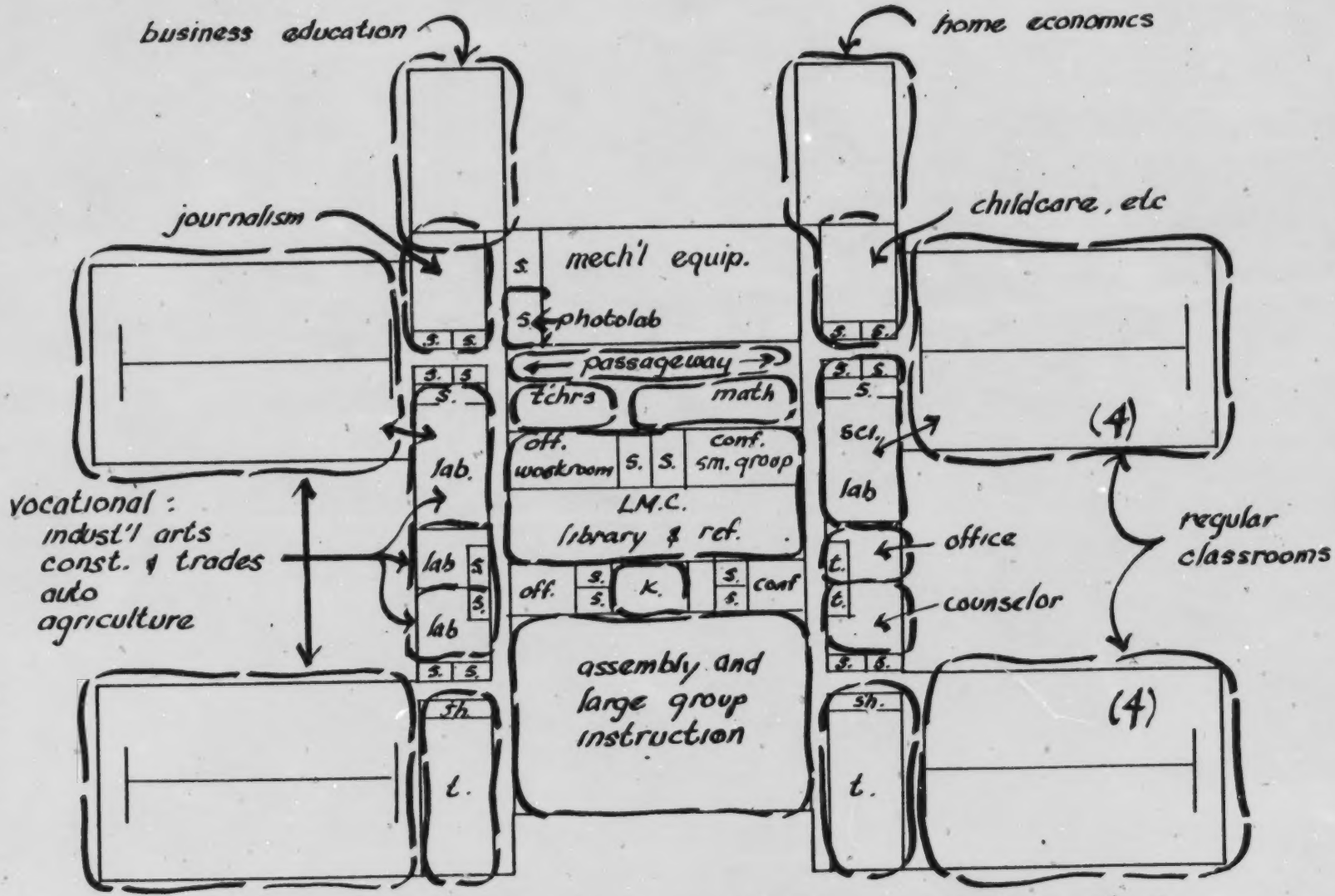

FIGURE 13

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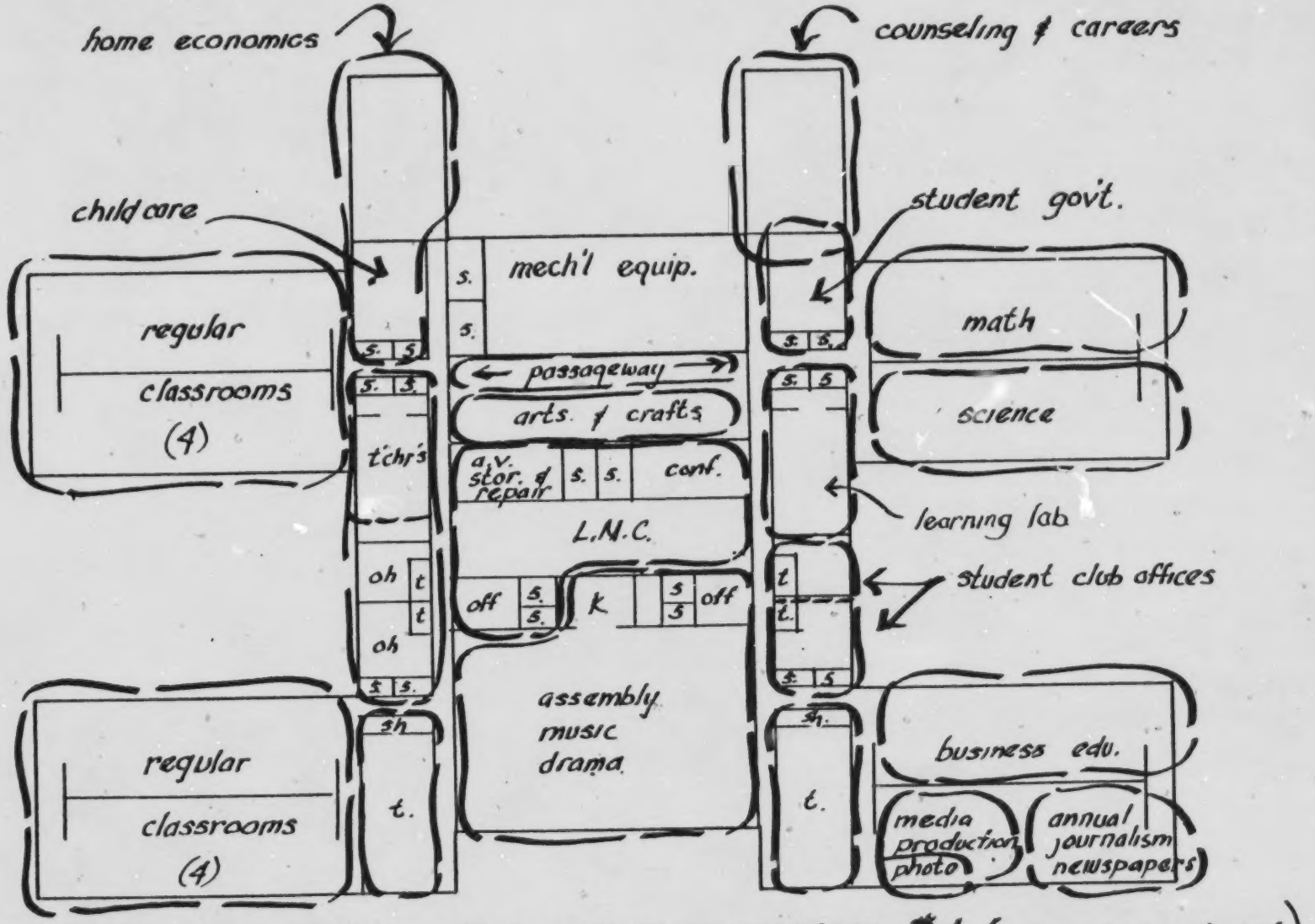

DORMITORY #1 H.S. LAYOUT OPTION #4 (separate vocational bldg)

FIGURE 14

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to prepare a set of educational specifications prior to beginning any of the work. The set of educational specifications for each facility should delineate the educational philosophy, objectives and programs which will be functioning in each teaching space -- or other major facility. As much information as is possible should also be included in the educational specifications about teaching and learning methodologies, individual and group activities, supplies and equipment and other factors which will help architects and engineers to guide Rock Point in the best possible and reasonably economical completion of the conversion of existing facilities to high school facilities.

These educational specifications should provide the kinds of information that will enable the creation of teaching and learning environments which enhance the immediate environments in terms of thermal, visual, sonic, spacial and aesthetic conditions.

These educational specifications should be somewhat similar in nature to those which were previously prepared by Richard F. Tonigan and Associates, Ltd. for the teaching stations which have already been put into operation.

Teaching Station Descriptions

Regular Classrooms. If the teaching stations which are listed on page 33 are provided for the Rock Point High School, only eight regular classrooms should be needed. These have been identified as the eight classrooms which already exist in the two eastern wings.

If additional vocational space is constructed, it would prove to be advantageous to also add one or two smaller classrooms adjacent to the vocational shops where vocational teachers can lecture and demonstrate.

Math Rooms. A math room either the size of a regular classroom, or which consists of two smaller rooms which combined equal the size of a regular classroom, should be provided for math. Half of the space should be devoted to an open laboratory type setting where students can work on individualized math related learning devices (e.g. calculators, slide rules, adding machines and other mechanical math learning devices), and the second half of the room should be a small lecture and discussion setting where an instructor can work with 5 to 10 students in a tablet desk or group table arrangement.

If a math laboratory is not to be included as part of the math teaching station, then math could be taught in a regular classroom.

Science Room. Dormitory #1 currently contains four large size shower/toilet rooms. It should be possible to operate the school with only two of these, and the two located on the northern side of the building should be retained for toilet purposes. The two which are located more to the center of the building could be converted to

other purposes; and one of these, the easternmost one, is reportedly already in the process of being converted.

The science teaching station should probably be a two-unit arrangement. The laboratory should be located in the converted toilet/shower room and a lecture-demonstration area should be available on a sporadic basis in the present classroom located immediately to the east of the science laboratory.

Gym. This is a shared facility located in the gym building portion of the elementary school plant. The Appendix contains a list of suggested equipment which might be added to that which already exists to make the gym a more complete instructional unit for high school students.

Combination Music-Fine Arts Room. A multi-room unit or suite should be provided for this facility. It has been suggested for the sake of conserving space that music and fine arts be combined. The multi-room space would provide adequate storage space outside of the music room itself for the storage of all of the supplies and equipment associated with both subjects. The instructional room needs to be large enough for up to 20 music students -- choral and vocal -- or 10 fine arts students whose most space consuming activity would be painting on easels -- much of which would hopefully be done out of doors.

Arts and Crafts Room. When a new arts and crafts building is constructed for the total Rock Point School, it might be possible for high school related arts and crafts programs to be taught in that facility; but for the foreseeable future, at least, it would appear that a space needs to be reserved in the converted Dormitory #1 for an arts and crafts instructional area. This area is foreseen as one which would be quickly convertible from one type of art or craft to another type and, thus, some storage space would need to be located nearby.

Home Economics Room. Home economics is now being taught in one of the apartments located in this building. It would appear that that is a wise thing to continue to do with the exception that some lecture and demonstration type space is needed adjacent to the apartment for home economics and for other things that probably will be added to the program, such as consumer education, community health and child care, if the latter has not already been incorporated into the curriculum.

Business Education. There are at least two options for business education. One would be to use an oversized classroom, setting up part of the room as an office machines businesslike room and another part of the room as a lecture-demonstration area, with the whole area being available for instruction in shorthand and bookkeeping.

A second alternative would be to use the second apartment which exists in this building and to set it up as a business office suite with highly individualized instruction by a teacher who would be rather continuously moving throughout the apartment during instructional periods.

A small room located nearby could be used as a lecture-demonstration area if there was not adequate area within the apartment.

If journalism, newspaper writing, including perhaps production of the student newspaper, and preparation of a student annual were to be part of this high school, then it would be good to locate these activities in a room adjacent to business education where there could be some joint use of equipment, facilities and, most importantly, some joint efforts at producing some of the student productions.

In conjunction with journalism, etc. it has been assumed that the high school students would utilize the existing photography laboratory located as a subunit of the elementary school laboratory; if a photographic studio is to be provided in this building, one of the existing storage rooms located at the eastern end of the mechanical equipment room would probably best serve the purpose.

Large Group Assembly-Instruction Room. There would be many advantages to having a room which could be reserved for large group, multi-class activities. It would be ideal if this room was large enough to seat the entire student body.

Unfortunately, the only such room which seems to exist in this building is the one presently used as a lounge and playroom; and, in all probability, this area should be assigned to use as a learning materials center. It would still be possible to have large group assemblies in this room but only with the movement of a large amount of furniture or with considerable informality to the seating arrangements.

Most schools use large group assembly rooms on a very limited basis and since space will be very restricted in this building, it would appear that large group assemblies which cannot be accommodated in the LMC are to be held in the dining room during non-eating hours or in the gym or library during hours when they are not in normal use.

If additions are constructed to this building, the spaces available between the existing wings would be rather ideal for such an assembly room.

If it is decided by the school that it is more important to have the assembly area in the existing lounge space, an LMC could still be provided by using a portion of the former laundry area for the LMC.

Vocational Shops. The Consultant has suggested that the high school needs to have a vehicular shop, an agricultural shop and a construction and trades shop -- in conjunction with industrial arts. It would appear that 30% to 50% of the space that is needed for vocational shops could be located in this structure and that additional space will have to be constructed to house the balance of the shops.

Care needs to be taken to see that those vocational courses which are taught in this building (Dormitory #1) are operated by instructors who are adequately conscious of the need for safety in relationship to the occupants of the rest of the building. Likewise, it would be noted that the floors of this building have not been constructed to adequately support heavy machinery or vehicles.

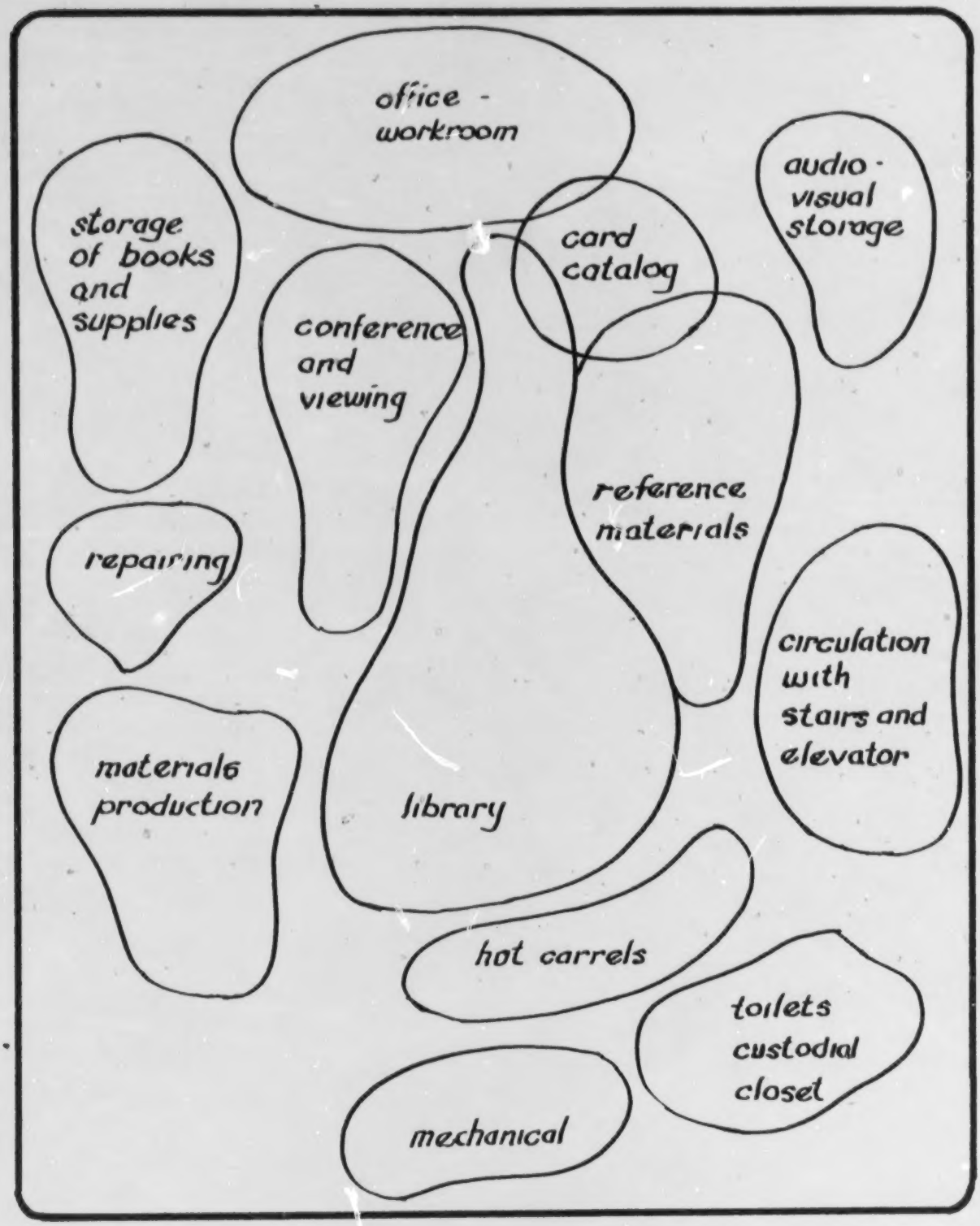
Learning Materials Center

Key to the development of this high school is a provision for a learning materials center. The major components of such a center are depicted in the diagram which follows (see Figure 15) and in addition, as mentioned above, the center might also have to serve as the high school's only large group assembly room if such a function is to be housed within the Dormitory #1 building.

Five alternative locations for the high school LMC have been identified in Figure 16. One of these locations would be the newly constructed second floor of the elementary school library. The space is adequate but poorly located and would be very expensive to construct. The elementary school library program would probably be disrupted for the better part of a school year. Two locations for new LMC structures have been identified to the north and south sides of the School Board's hogan and two locations have been identified for the location of the LMC in Dormitory #1 with the highly preferred location being the existing lounge/playroom area of Dormitory #1.

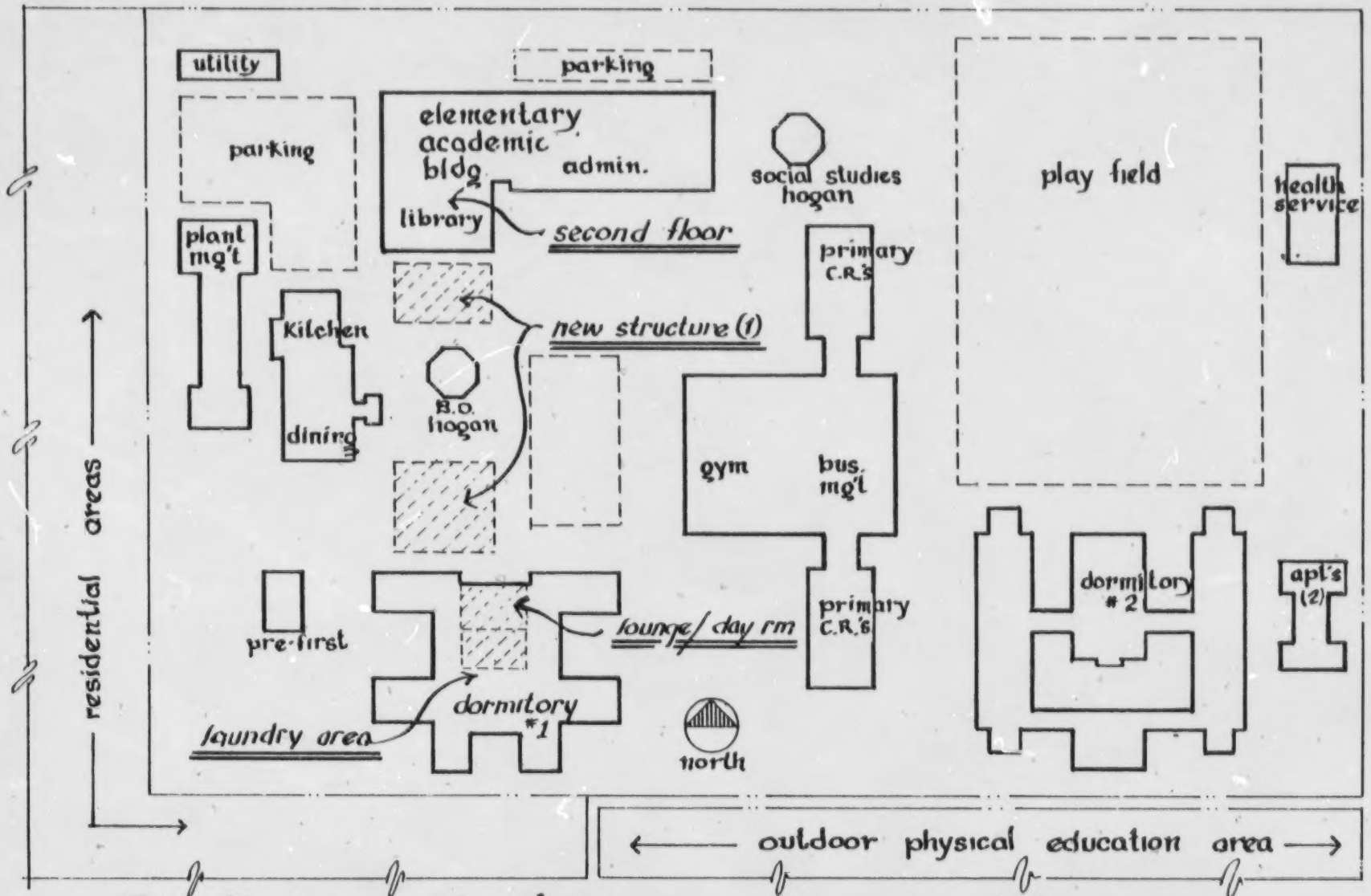
Figure 17 shows how a new second floor could become the LMC for the high school (remember it is in the area directly above the present LMC).

Figure 11 depicts how the present lounge/playroom of Dormitory #1 might best be utilized. The Appendix contains considerable additional planning material related to the planning of a high school LMC (see Appendix B).



COMPONENTS OF AN LMC

FIGURE 15



Rock Point School ~ Campus Plan

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LMC LOCATION ALTERNATIVES

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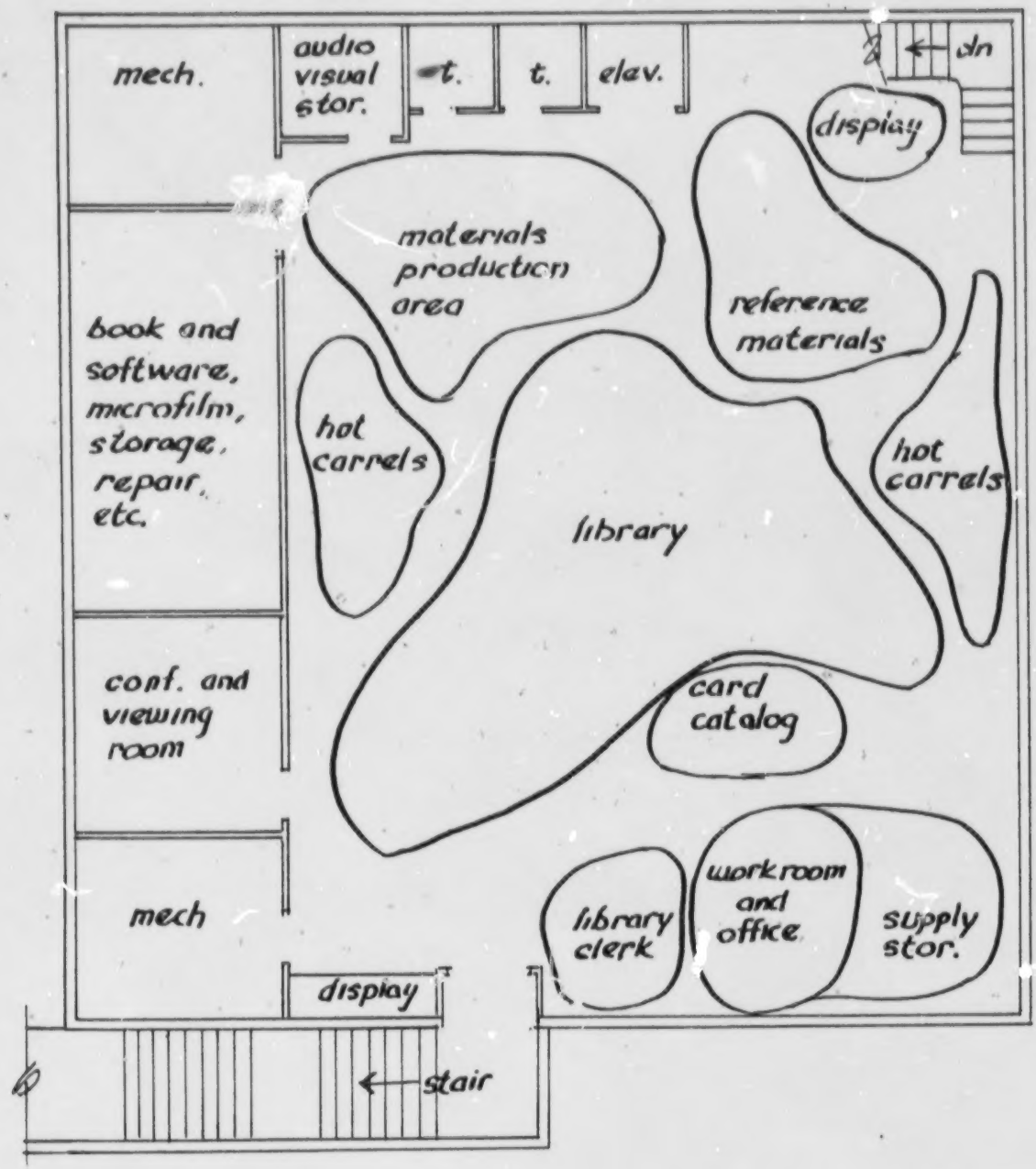
 FIGURE 16



LMC ALTERNATIVE NEW 2nd FL.
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FIGURE 17

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Additional Physical Educational and Recreation Facilities

As the K-12 Rock Point school continues to expand, the indoor gymnasium area will increasingly become overloaded. Other approaches to servicing physical education and recreation need to be examined.

Perhaps the cafeteria could be used for two to three hours each morning and two to three hours each afternoon as an indoor all-weather protected play area for smaller children, e.g. pre-school and K-3 children. Many games could be played in the relatively unencumbered present cafeteria facility, especially since all of the present dining room benches and chairs can be easily and quickly folded up and either rolled out of the way or placed as a mobile divider to separate the dining room into two play areas. Many physical education activities, including exercises and dance, could be conducted in the dining area.

Other than continuing to use classrooms, and perhaps the library, for small group game and relatively inactive play functions, the dining room offers the only alternative play and physical education activity in the present plant (particularly after the lounge area in Dormitory #1 gets converted into a component of the high school facility).

There are as many as three outdoor areas that could be semi-protected from the high winds, sand storms, snow, sleet and rain which occur probably as much as 40 to 100 days a year in Rock Point. These three areas are the hard surfaced play court situated between the classroom bulding and Dormitory #1, the dirt area to the north of Dormitory #2 and the open field where baseball, track and so forth are played across the road and south of both Dormitory #2 and the gymnasium building.

There are several alternate methods of providing large, semi-covered, semi-opened unheated areas for recreational and physical education purposes:

1. Construct a partially enclosed thin-shelled concrete dome, or partial dome, properly designed and oriented to divert prevailing wind, rain and dust storms. The floor of such a facility could be concrete, asphalt, bark, sand, dirt or a form of composition material. Moneys available and specific utilization plans would give guidance to the selection of the appropriate material.

2. An open-sided or partially open-sided roofed structure could be constructed out of any materials such as wood, plastic, concrete, metal and so forth to provide primarily overhead weather protection.

3. A chain link fence with tennis court-like wind shields, coupled perhaps with a four to six foot high wood fence, could be used primarily for wind and some dust storm protection.

4. A long range wind protection measure would be the planting and maintenance of a tree and brush break. Such a natural weather control system would, unfortunately, be more advantageous in the summer than in the winter unless the wind break were planted exclusively with evergreen-type trees and bushes. Such shrubbery takes 8 to 20 years to grow to an adequate height, and therefore, such a break woudl probably prove to be unfeasible.

5. Another approach would be to buy and erect one or more air support structures. These vary from simple balloon-like structures to very complicated and very large combination cable/post, air and synthetic covered structures. Some are being built to enclose entire athletic complexes. Considerable advancement has taken place in designing fabrics which are safe from fire, wind, vandals, etc.

When Rock Point is prepared to pursue this topic, it would be advisable to secure competent architectural and/or engineering services to assist with the design, selection of materials, construction and so forth.

Health Services

No health service facility is included in this high school proposal on the bases that health services are being provided, albeit sporadically, in a locally located BIA Indian Health Services Building; this facility is staffed about one-half day a week by a nurse and a doctor. In addition, a locally located Methodist Hospital is staffed with a small staff of nurses (no doctors).

Admittedly, these services are too limited to be adequate for the total needs of the K-12 Rock Point School. As the health services program is expanded, facility-related questions will need to be further examined. Probably the present IHS facility offers the best long range facility solution as a BIA operation administered by the community or the school on a contract basis.

NEW STRUCTURES

It appears evident at this time that several types of new structures may have to be provided at Rock Point in the near or distant future. These new structures would be needed to house a number of functions including:

1. Additions to Dormitory #1 to house high school facitities.
2. The construction of a vocational education building(s).
3. A learning materials center -- if an LMC is not provided within Dormitory #1 or additions thereto.
4. A central administration services facility -- if a future decision is made to centralize the administration of the Rock Point School (K-12).
5. A facility to house commuting, non-residential students on an extended day basis.
6. An arts and crafts facility for shared use by K-12 students and community adults.
7. A community education center.

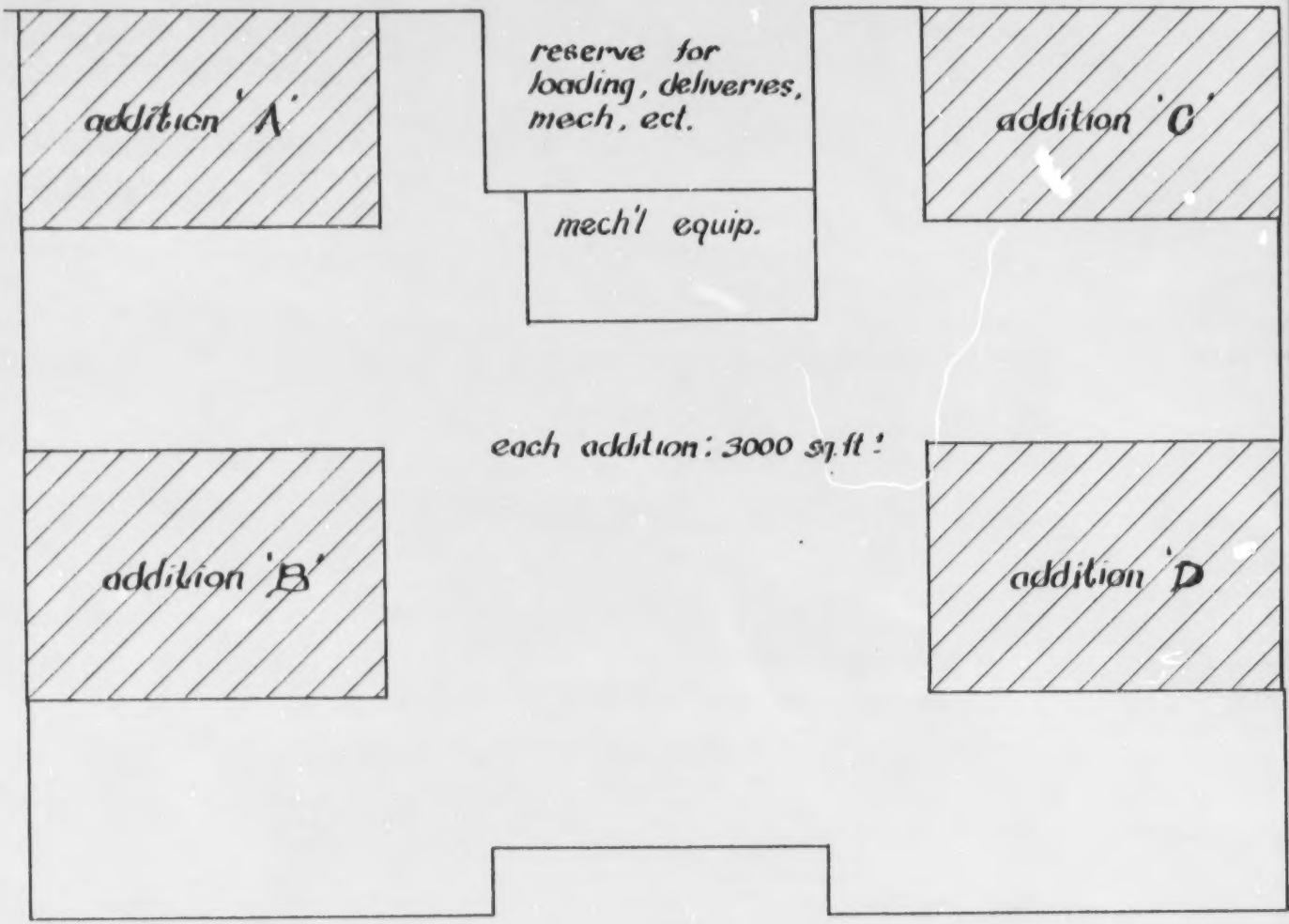
Additions to Dormitory #1

In the previous section of this Report, it became evident that Dormitory #1 would serve as a better high school facility if some additions were made to the present structure (or if new structures were built nearby).

The building additions would be either permanent or temporarily constructed. The additions would most likely be used to house high school academic or vocational programs, but it would also be possible for them to house high school dormitory students.

Whether permanent or temporary additions were added to the present structure, one alternative would be to locate them between existing wings of the building (see Figures 18 and 19). Another alternative would be to locate them a short distance from the school as a separate block of temporary units or as a separate structure, e.g. vocational building.

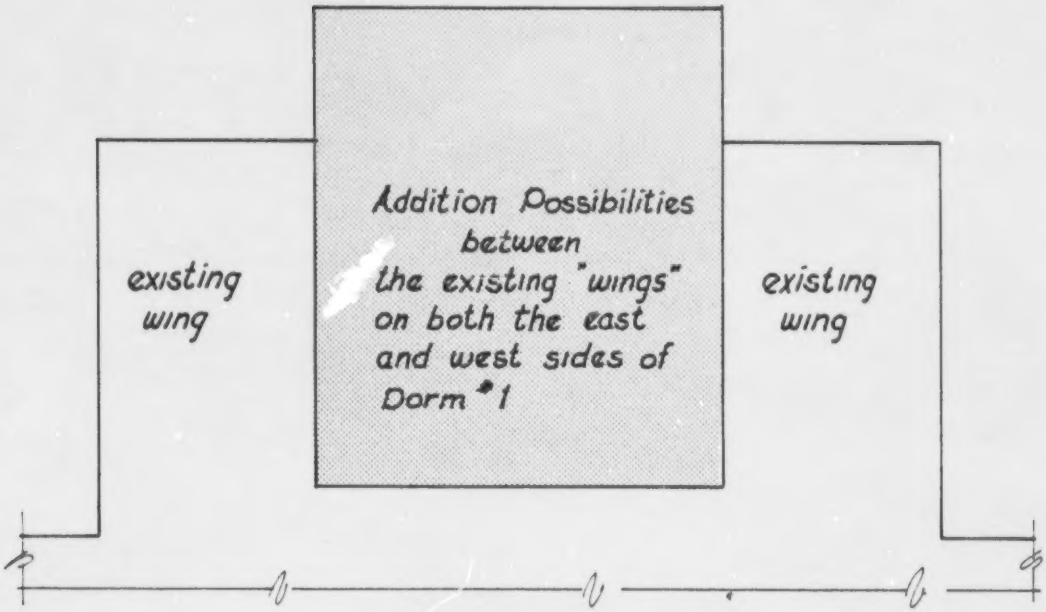
If additions are located between the wings of the present building, careful attention needs to be given to which of the existing windows and doors would either be eliminated or hindered and how much additional heating, ventilation, air conditioning, lighting, electricity,



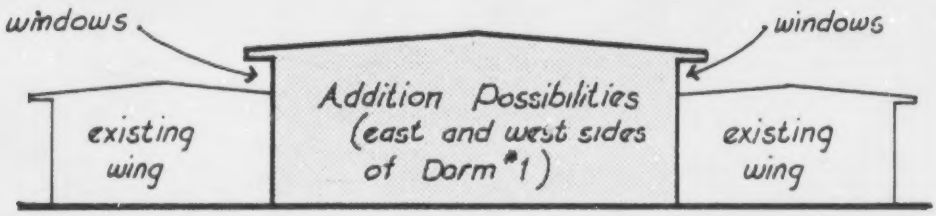
DORMITORY #1

FIGURE 18

LOCATION FOR UP TO FOUR PERMANENT ADDITIONS


Addition Possibilities between the existing "wings" on both the east and west sides of Dorm #1
existing wing
existing wing

a.) Top View



b.) End View (cross sectional)

Addition Between Wings

FIGURE 19

71

and so forth would be needed. Filling in the area between the existing wings with additions would no doubt hamper cross-ventilation and put a strain on existing utility systems which would be extended into these additions.

If the additions were constructed as permanent facilities, it would be possible to provide approximately 3,000 square feet of additional space in each of the four areas located between wings of the present building; a total of 12,000 addiitional square feet could be added to the building if all four additions were completed. This would increase the floor space of Dormitory #1 by a little less than 50 percent (these new additions would be expected to cost between $70 and $90 per square foot).

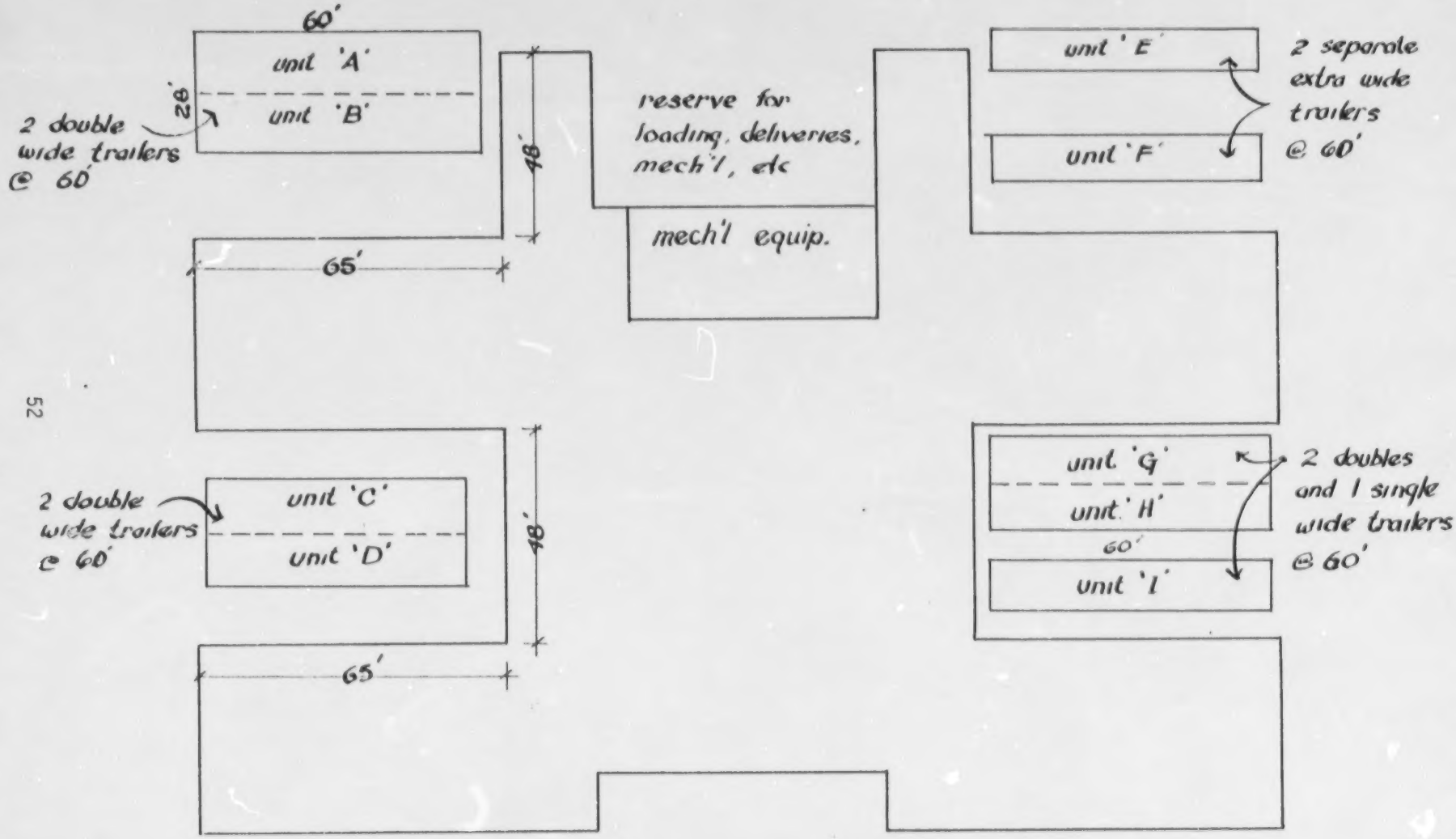
As an alternative to a permanent solution, a temporary solution has also been proposed; this alternative utilizes trailer units. In Figure 20, optional arrangements are shown in the four available bays. The trailers could either be placed singularly nearby as double-wide, etc., depending upon the function and the number of people to be taken care of in each unit. The units could be attached to buildings or kept separate. Utilities could be provided from the existing building to the trailers. The trailers could be resold in the community when they are no longer needed by the school, or they could be converted to teacherages. The unit cost of each of these mobile trailer units, set in place and hooked up to utilities, would probably range between $20,000 and $30,000 depending upon the resolution of a number of details. Each unit would provide about 840 square feet.

Mobile units could have the advantage of adding considerable modern space in reasonable shapes at somewhat reasonable locations to the high school. Utilities could probably be extended from the existing building at reasonable costs and, to improve accessibility, doorways could be cut where windows exist at the present time. The trailer units could be sold at a subsequent date to local residents, making it possible to recover some of the original investment.

On the other hand, such units would provide added supervision requirements, could interfere with ventilation, lighting and grounds care. A major disadvantage would be the high upkeep and heating costs which are associated with trailer units.

Should it be decided that temporary trailer units are a reasonable solution, it probably would be better to cluster them in one location to the east of Dormitory #1 rather than to locate them in and about the building as shown in Figure 20. As a separate cluster of of trailers they would be more inaccessible to the high school and more costly to hook up, but they would be easier to supervise and more functional to utilize.

Figure 19 shows how the permanent additions might be made so as to have some exterior lighting and ventilation as part of the addition.



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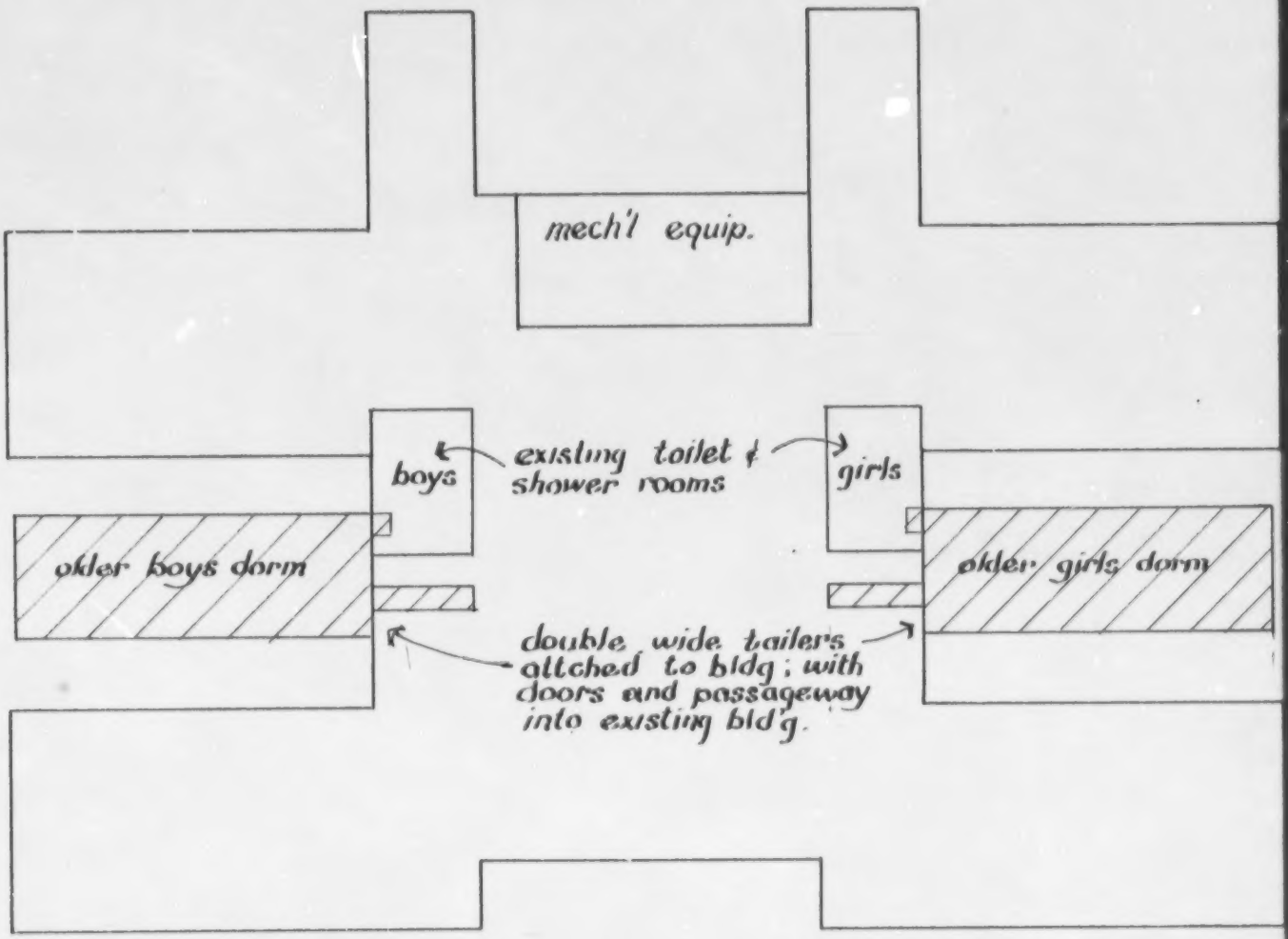
DORMITORY #1

ADDITION OF TEMPORARY TRAILER UNITS

74

FIGURE 20


mech'l equip.
boys
existing toilet & shower rooms
girls
older boys dorm
older girls dorm
double wide trailers attached to bldg; with doors and passageway into existing bldg.

DORMITORY #1

ALTERNATE LOCATIONS FOR OLDER STUDENTS HOUSING

FIGURE 21

Needless to say, if funds could be found to pay for one or more of these four additions, all of the facilities needed by the high school for the foreseeable future could be provided in this one structure with the exception of food service and physical education facilities.

High School Dormitory Alternative

One option to locating the high school dormitory, or part of it, in Dormitory #2 could be the addition of two double-wide trailer units attached to Dormitory #1 in such a way that two of the existing combination toilet/shower rooms could be used as direct appendages to the new double-wide trailers. Passageways could also be extended from the trailers into the main hallways of Dormitory #1 so that these high school students could also use lounge or other activity areas during non-school hours (see Figure 21).

Doors and locks could be arranged so that after certain hours these dormitory students would only have access to the double-wide trailer space and the adjacent toilet/shower rooms.

This concept provides an alternative which could be accomplished relatively economically, which would segregate older students from younger students and which would provide some capacity leeway in Dormitory #1.

This alternative housing could be restricted to specialized groups such as senior students, honor students, and so forth.

One of the present health isolation rooms could be assigned to a residence hall supervisor for each of the sexes.

Vocational Building

In the previous section of this report, it was suggested that Dormitory #1 could more adequately serve as the major high school structure if vocational insturction was conducted in a separate building from Dormitory #1, i.e. a new vocational building. This suggestion was made for a number of reasons. First, Dormitory #1 was not constructed to house a vocational school program. It does not have the proper construction system, it is not constructed properly to hold large architectural equipment, it does not have appropriate mechanical and utility systems, it does not provide sufficient safety and, in general, it is not appropriate for a considerable proportion of a normal high school vocational program. In addition, it probably would be easier to secure funds for a new vocational building than for any major high school curricular purpose. Finally, constructing a new vocational building would make it possible for the high school to offer a vocational program which would be comprehensive in scope, functional in terms of instruction, safety, health, etc., and up to date in learning and teaching methodology. As a bonus, adult education could much better take place in such a structure.

Two alternate locations are suggested for a vocational building in Figure 22, and the facilities which should be incorporated in that building are suggested in Figure 23. Further study is needed to determine which is the better location.

Learning Materials Center (LMC)

There is no question that a high school needs an LMC-type facility, but there is some question as to where it can be best located. If Rock Point School is limited to using the existing Dormitory #1, then it would be more functional for the LMC to be located within that building. If a new facility is to be constructed, it would probably be best for the LMC to be built as a new structure in the open courtyard between the existing Board Hogan and Dormitory #1 (see Figure 16).

Administrative Facility

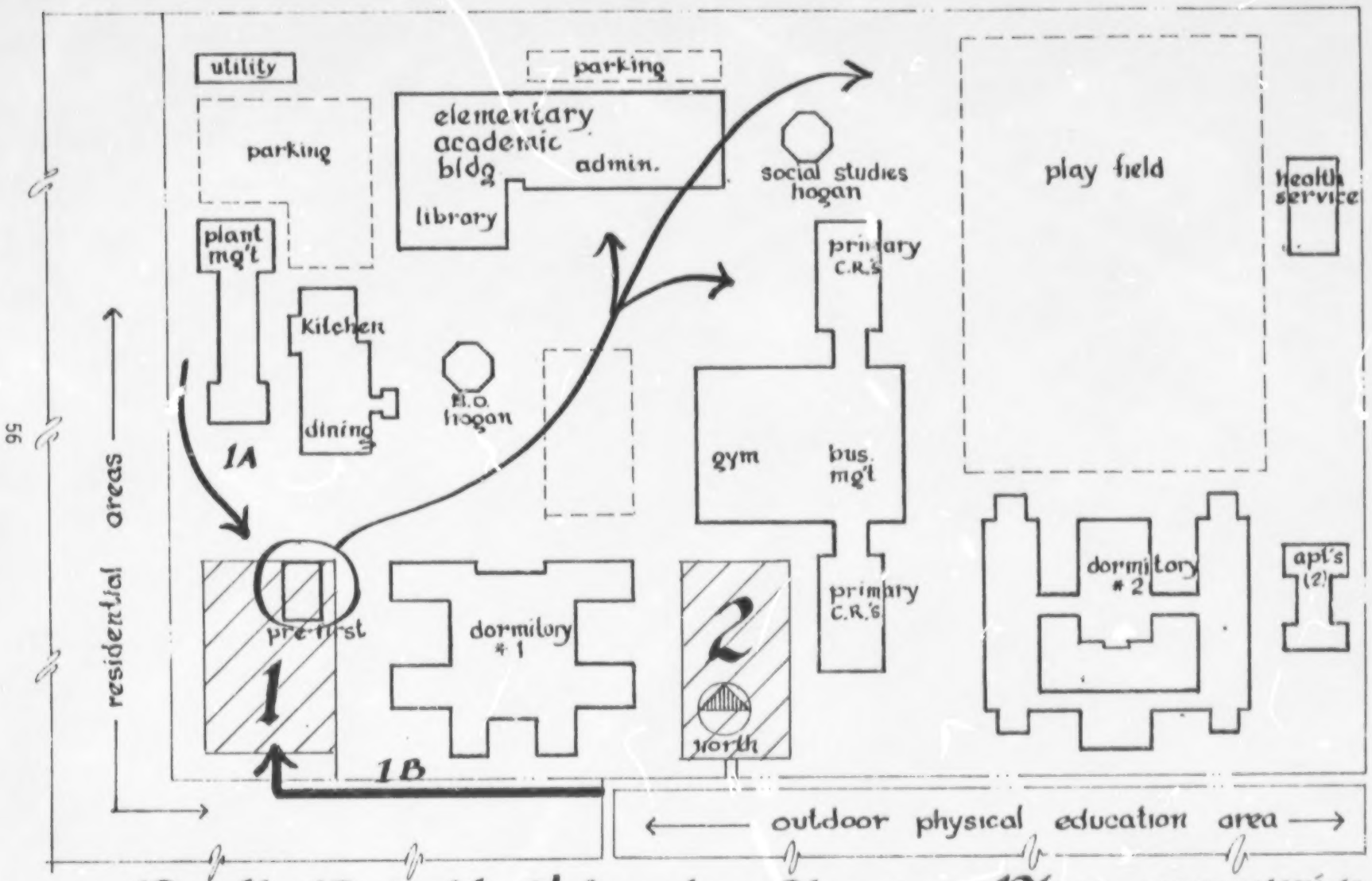
If a decision is ultimately made to centralize the administrative services of the Rock Point School, it would probably be desirable to build an administrative facility as a separate entity or as a combined venture with the Board hogan, and hence the probably location for this administrative facility would be in the open courtyard located between the elementary school library and the Board hogan.

Commuting Student Facilities

Since the K-12 students will not be able to use Dormitory #1 on an extended day basis for purposes such as showering, changing clothing and lounging, an appropriate space will have to be provided elsewhere. There are apparently several options. One would be a new structure (another would be a combination of the dining room and the gym locker rooms, and a third would be additions -- permanent or temporary -- to Dormitory #2). If a new commuting student "personal services building" were to be constructed at Rock Point, it would probably be best to locate it on the eastern portion of the campus in order to keep the western two-thirds as free as possible for future additions or new buildings for use of the elementary and high school programs (see Figure 24).

A set of alternative, more temporary locations is suggested later on, pages 69 to 73.

Of course, if more Rock Point parents elected to have more of their children living at home instead of residing in a Rock Point School dormitory, additional space would become available in Dormitory #2; and, commuter students could be assigned the space in a portion of the boys' wing and a portion of the girls' wing of Dormitory #2.



Rock Point School ~ Campus Plan ~ ALTERNATIVE VOCATIONAL BUILDING LOCATIONS

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FIGURE 22

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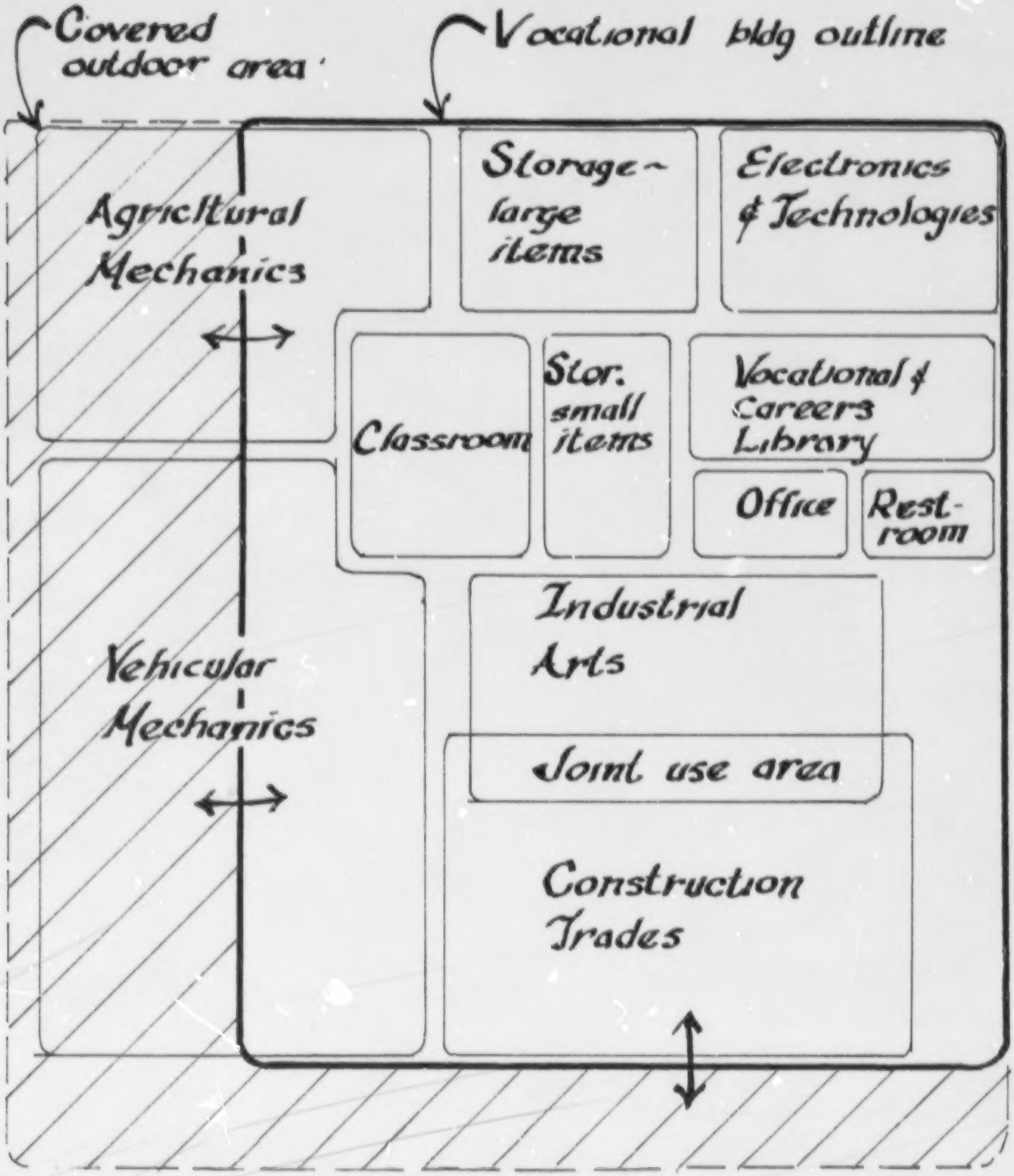
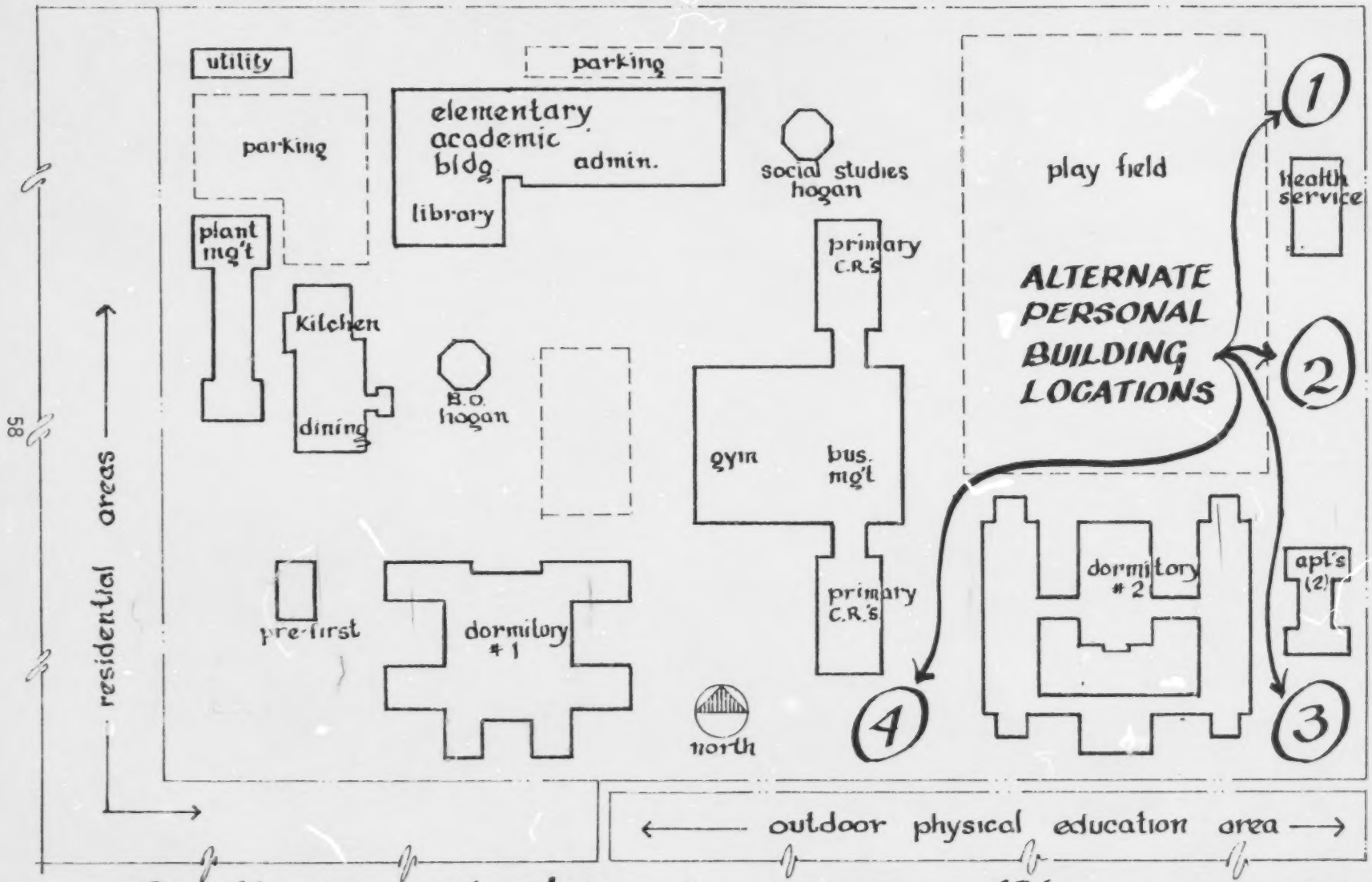


Vocational Education

FIGURE 23



Rock Point School ~ Campus Plan: LOCATIONS FOR PERSONAL SERVICES BLDG

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FIGURE 24

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Arts and Crafts Building

For a number of years, the Rock Point School has operated a rather substantial arts and crafts program for the benefit of the students of Rock Point School. Typically, this program has been an afternoon and evening activity with adults from the community hired as instructors to provide much of the instruction. Initally, most of the arts and crafts program was conducted in Dormitory #2 and later, as the dormitory became more crowded -- with the closing of Dormitory #1 -- the arts and crafts program was temporarily moved into a wing of Dormitory #1.

As Dormitory #1 is converted to a high school purpose, and as the arts and crafts program continues to expand into a community adult oriented program as well as continuing as an extra-curricular school oriented program, a new facility is needed for housing this program.

Since the school campus is beginning to get rather overcrowded, and since most of the usage of the facility will be during non-school hours, it is conceivable that the facility ought to be located somewhere else in the community than on the school grounds -- perhaps in the proximity of the Chapter House.

At present, the arts and crafts program includes such activities as painting, weaving, silversmithing, jewelry-making, and leather-making. As adult activities are added to the program, these activities will be greatly expanded. A careful analysis needs to be made to project what the program is likely to become and, subsequently, a careful projection needs to be made of the types of facilities which will both accommodate the initial program and provide flexibility for adapting to changes in the program.

It is probably reasonable to assume that a facility equal to three times the size of one of the wings of Dormitory #1 would adequately house the overall youth and adult arts and crafts program for the foreseeable future.

Subject to further refinement, it can be estimated that the proposed arts and crafts building, assuming that it is independent of a more comprehensive community center (see the next section of this report), would contain approximately 7,500 square feet of floor space, and that approximately one half of the total area would be youth oriented and one half would be adult oriented. As a further point, it should be noted that the joint youth and adult usage would mean that care should be taken to developing safe and adequate parking for adults as well as for the arrival, unloading or loading, and departure of school buses.

Because many utilities are typically involved with arts and programs, i.e. electricity, water, gas and compressed air, educational specifications should be developed to guide architects and engineers in the design of this building.

Community Education Center

Community education centers are increasingly being included in school system facilities, and more often than not they are located in or adjunct to high school facilities. Quite often the high school utilizes some of the community education facility, staff and programs to enrich and to broaden the overall high school program. It would appear that a similar type of concept might some day be implemented at Rock Point.

In the Rock Point setting, however, it is also possible that the community education center might be located closer to the Chapter House than to the high school. Still, however, it would be very possible for the high school to take advantage of the community center's programs.

In the June, 1978 High School Assessment Report, the Consultant suggested the possibility of Rock Point creating a CDC, a community development corporation. The concept of a CDC and of a community education center go hand in hand.

In 1974, the American Association of School Administrators described a variety of new community education centers which had recently been constructed around the country. Several ideas presented in that publication should serve to further illustrate the nature of the emerging community center program.

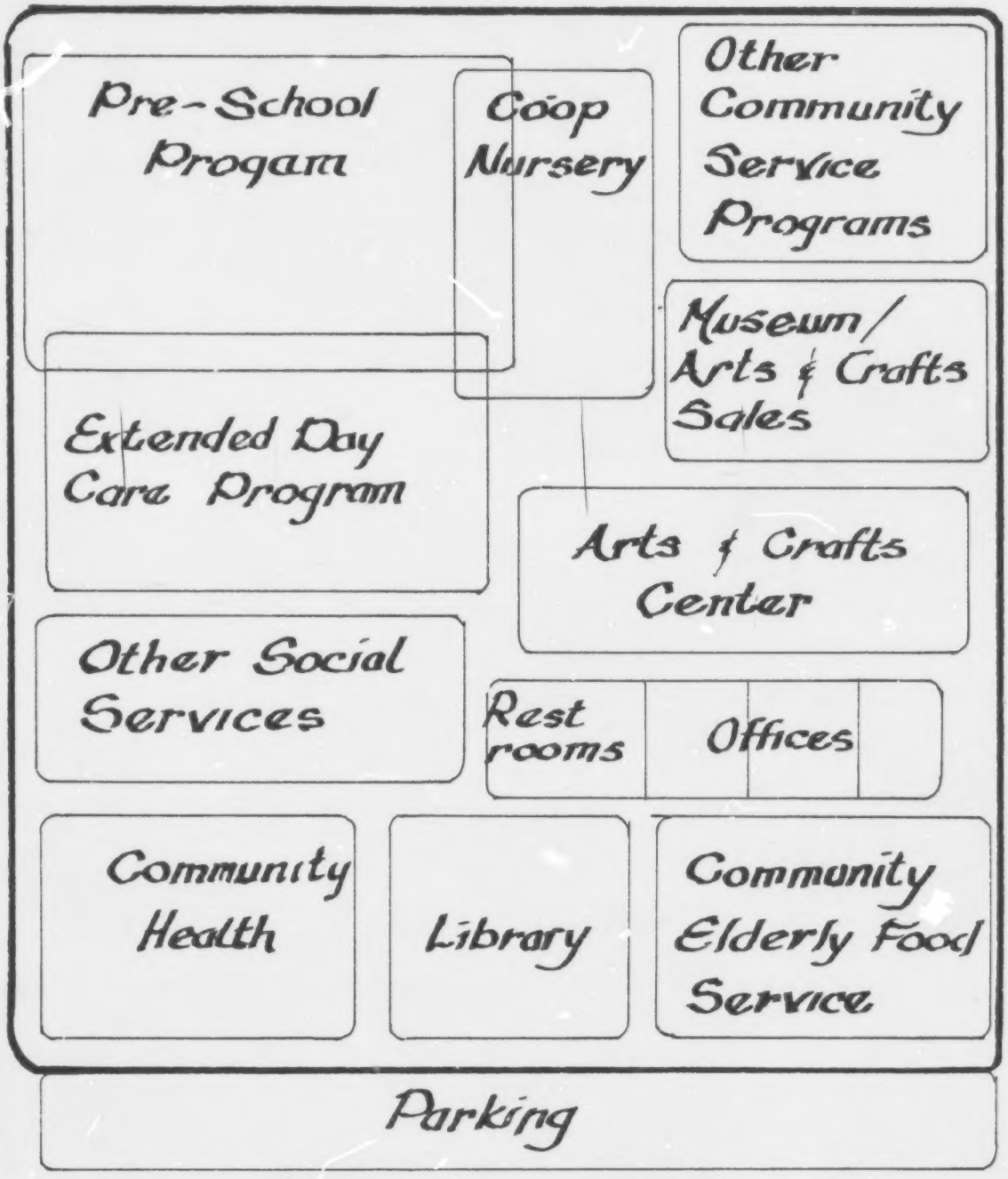
Some of the services that programs being conducted in these community centers include:

- Activities for senior citizens
- Adult basic education
- Area I superintendent of schools
- Bilingual education
- Child day care services
- Community action program
- Cultural activities
- Educable mentally retarded programs
- Employment, job training, and counseling services
- Family counseling
- Health counseling
- Housing and home management services
- Housing relocation services
- Housing code services
- Legal aid
- Middle school program (grades 6-8)
- Municipal information services

- Navajo arts and crafts
- Pre-kindergarten program
- Recreation
- Sheltered workshop for trainable mentally retarded
- Social security program
- Vocational education program
- Vocational rehabilitation program
- Volunteer community service programs
- Welfare casework services
- YWCA activities

The AASA publication also discusses funding sources; and, as one might expect, there are numerous sources for funds, too numerous to attempt to list in this publication. In a summary form, however, it can be said that funds are available from local, state, federal, public and private sources. By taking advantage of such a variety of available sources, community education centers place themselves in positions whereby they need to work with other community organizations such as libraries, day care centers, museums, recreational centers, homes, hospitals, schools, parks, police and fire departments and commercial and industrial establishments. Community education programs can contribute much to the operation of these various institutions and businesses and can also receive considerable support. At Rock Point such a center could also, no doubt, establish ties to NCC. Northern Arizona University, the University of New Mexico and other off-reservation institutions and agencies which do or should have a direct link with Rock Point.

Community education facilities and programs greatly assist with the strengthening of other community services, enhancing the community physical environment and economizing local resources through the shared use of facilities and programs (see Figure 25).



Community Education Center

FIGURE 25

OTHER HIGH SCHOOL ITEMS

FOLLOW UP

The 1978 High School Assessment Report contained considerable information about needs, curriculum, accreditation, funding, etc. Since the issuance of that report, Rock Point School personnel have identified items about which they need more information. The miscellaneous collection of material contained in this section of the Report addresses those questions on a very limited basis. Other informational materials are contained in the file box supplementing this 1979 Report.

ACCREDITATION

In the 1978 Rock Point Community School: High School Assessment Report, information concerning the accreditation of the Rock Point School was discussed on pages 100 through 121 and, in addition, supplemental materials further describing the North Central Association of Colleges and Schools were provided in the supplement to the Report.

Since the completion of that Report, the associate director of the Rock Point School has raised one additional question, namely, can the Rock Point School become accredited prior to having its first 12th grade graduating class?

The Consultant has been advised that Rock Point School should proceed to apply for accreditation as soon as it's prepared to begin the process. It will take two years or more to complete the initial accrediting steps and, therefore, Rock Point School would become accredited just about the time it was graduating its first 12th grade class.

It should be noted that this information was secured from Mr. John Vaughn, director of the North Central Accrediting Association, 1221 University Street, Boulder, Colorado 80302 (toll-free telephone number 800-525-0540). Mr. Vaugh was contacted at the suggestion of Howard Leigh, the Arizona representative for the North Central Accrediting Association.

Supplementing this report is a set of updated North Central Accrediting Association materials, including:

1. "A Primer on NCA Accreditation for Schools."
2. "Policies and Standards for the Approval of Secondary Schools 1978-1979."

3. "Rules of Procedure of the Commission on Schools."

4. "Improving Education Through School Evaluation."

GRADE LEVEL ORGANIZATION

There are a number of ways to organize the Rock Point High School. Several of these are identified below and briefly discussed:

1. Operate grades 7-12 as two schools; the junior, middle or intermediate school (grades 7-9) as one organizational unit, and the senior high school (grades 10-12) as the second unit.

2. Operate grades 7-12 as one secondary school unit, with or without multigrade level classes.

3. Operate grades 7-9 as one school, but divide the student body either into sub-schools, commonly referred to as schools-within-a-school, or as teams or other types of groups. Teaming, or grouping, could be based on homogeneity, interests, language skill levels, curricular needs, abilities, and so forth. These school teams, or groups, could be divided by grade level or cluster of grade levels and, if they were homogeneously grouped, on the basis of one or more grade levels, there could be a plan for the groups to compete and socialize throughout the period of a year in a variety of recreational, physical education, academic, performing arts and other such academic and extra-curricular areas.

4. Operate grades 7-12 as a six-grade comprehensive high school and have a satellite or alternative school operation attached to it; the same could be true if grades 7-9 were operated as an intermediate school and grades 10-12 as a high school. The alternative or satellite operation(s) could be operated for drop-outs, for those requiring a survival skill education program, for agricultural education, etc. It could be located on, or off campus.

Subdividing the school into several subunits would probably tend to place more responsibility on the individual teacher and give more opportunity for more students to assume responsibility on an hour-to-hour, day-to-day basis. Administration, including such

things as coordinating programs, facilities, communication, supervision, and other administrative tasks would become more difficult to design, supply, equip, control, etc.

Such subunit organizations, as have been mentioned above, have been tried and are being operated by many different schools, in many different countries, and in the less wealthy as well as more wealthy school districts. The philosophy of such schools is often "variety is the spice of life"; or, kids are stifled by too much conformity, regularity, scheduling, inflexibility and uninteresting programs.

PROGRAMMATIC APPROACHES

There appears to be four basic programmatic approaches which could be undertaken by the Rock Point School Board concerning the operation of the Rock Point High School. These four are:

1. The comprehensive high school.
2. A school community education high school.
3. An alternative high school.
4. The "Now" (ASCD) high school.

The comprehensive high school is the most popular model among U.S. high schools. These schools attempt to offer as wide a range of courses as is financially possible. Smaller and lower economic comprehensive high schools offer about 30 to 40 semester length courses each year; large and more wealthy comprehensive high schools may offer over 200 such courses. The comprehensive school tries to meet the needs of all students, i.e. college bound, vocational oriented, and terminal.

A community education high school offers about the same breadth of courses as a comprehensive high school, but a community education gets more involved with its community. Citizens come into the school frequently to assist with many phases of ths school operation. Students and faculty go out into the community to learn, to share, and to contribute to community growth as a regular part of the school program. Many universities have recently begun to formally move in the direction of training school community educators.

Although some form or another of alternative schools have been a part of the American scene for well over a century, the concept exploded somewhat as a result of student and minority unrest in the 1960's. Hundreds, if not thousands, of alternative schools have been created for people of all ages. These schools are often for limited enrollments and may or may not be attached to an accredited high school to make graduation and transferable course credits possible. There are about 50 to 100 alternative schools which direct their program almost

exclusively to Indian youth. Albuquerque Public Schools operates three alternative schools whose names typify others across the land: Freedom High School, Community High School, and School on Wheels. Like community education high schools, alternative high schools tend to operate in a more open education context.

The fourth programmatic approach is that enunciated by the Association for Supervision and Curriculum Development and labeled the "NOW High School".* The "NOW" curriculum is focused on four domains:

1. Personal development.
2. Human relations.
3. Continued (or foundation) learning skills.
4. Specialization.

Like the comprehensive high school and the community education high school, this school also professes a comprehensive educational program. The school is designed to be activity oriented and the learning mode is emphasized.

Of the four high school approaches, the "NOW" approach seems to hold the most promise for Rock Point.

A copy of the book which describes this ASCD was delivered to Rock Point with the 1978 High School Assessment Report.

Core Curriculum

Most high school and undergraduate college curriculae tend to be based on a set of courses referred to as the core of the curriculum, or core curriculum. Every so often, generally every so many decades, some noted authority develops a new basis for a core, and in the decades to follow, the schools and colleges across the country find it essential to adapt their curriculae to this new set of core courses.

The last major core development was instigated by Harvard University's president, James Bryant Conant, about 35 years ago.

In recent months, Harvard has introduced a new core curriculum based on one developed by its arts and science dean, Henry Rosovsky. The new core at Harvard is designed to expose students to the diversity of human knowledge and to show students how scientists think -- rather than to have students learn a smattering of knowledge about general subjects. The emphasis is more on approaches to knowledge than on facts and information.

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*Association for Supervision and Curriculum Development. The School of the Future: Now, 1972. p. 130.

The program tries to focus on the major modes of understanding instead of studying overview courses in areas such as chemistry and psychology. Students will be studying such areas as "space, time and motion" and "crime and human nature." Harvard's core courses will cover five specific areas -- literature and arts; history; social and philosophical analysis; science and math; and foreign culture. Students will also be required to write, do math and read a foreign language. Mathematics will include how computers work.

What implication does this have for Rock Point? It is hard to say, but the probability is that secondary school accrediting agencies will begin to reorient high school course guidelines to make them more compatible with new college admission requirements which are affected by Harvard core. Some five or more years in the future, Rock Point High School will probably find itself needing to shift in the Harvard core direction.

Career Education

In response to a dilema that many high school students experience, selecting a career while having little direct knowledge of the world of work, four educational laboratories have developed four similar experience-based career education programs for secondary schools. The overall effort is to try to find a reasonable blend and experience taking the classroom into the community to some degree. Each of the four laboritories started with a pilot project and each was functioning in a different setting; hence, each program has some individualized characteristics.

The nature of these four programs was recently described in a newsletter published by R & D Interpretation Service, CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (Volume 2, Number 1, Winter 1979). A copy of this publication is being provided for Rock Point as a Supplement to this Report.

MODIFICATIONS TO DORMITORY #2

To make Dormitory #1 totally available for high school usage, it will be necessary to relocate two student service functions from Dormitory #1 into either Dormitory #2 or some other student residential facility. The two functions which need to be relocated concern extended day services for commuter students and laundry services for both residential and commuter students. Suggestions for relocating these two functions were presented in a preliminary paper prepared by the Consultant in February, 1979; at this time, an effort is being made to further develop relocation suggestions.

RELOCATION OF COMMUTER STUDENTS

Commuter students reside in their homes located throughout the Rock Point School District. These students travel to and from school mostly by school bus. Some walk and some ride with their parents or friends of the family. There are about 150 commuter students at present, and this number can be expected to increase to about 200 to 250 students as the high school enrollment increases. Commuter students are about equally divided between the two sexes and cover students of all ages normally associated with a K-12 school.

Commuter students have been using Dormitory #1 as a pre- or post- school day facility for lounging, small game playing, television watching, showering, changing clothes, and either waiting for school to start in the morning or waiting for the bus to go home in the afternoon. Commuter students also assembled in Dormitory #1 before and after going to breakfast and as a place to have a snack in the afternoon.

Several options exist for providing another facility, in lieu of Dormitory #1, for use by the commuter students. The following set of criteria should be helpful to those who ultimately select the alternative location:

1. The new location should be physically close to the laundry facilities which will be consolidated in the south end of Dormitory #2.

2. The new location should have immediate, indoor if possible, access to two large toilet-shower-dressing areas (one for each sex).

3. The personnel effort for taking care of commuter students should not be increased.

4. Commuter and residential students should not be co-mingled in the new facility.

5. The new facility should be a convenient place for school buses to pick up and deliver children.

6. An outdoor play area should be located nearby.

7. It would be helpful if the area was not far away from the dining hall -- expecially for the younger children.

8. The facilities need to accommodate about 150 children. It should be possible to separate the children into four sub-groups: older boys, younger boys, older girls and younger girls.

Option #1 -- The Cafeteria

By increasing the length of a school period, and by serving school lunch in two shifts instead of one as of present, the space devoted to dining could be substantially reduced making available space which could be used as a commuter student lounge area. In this lounge area students could watch television, listen to the radio, play small games, listen to record players, have personal clothing storage space, and so forth.

To bathe, change clothes, or use the toilets in the morning before school starts, students would have to go either into the classroom building, into the gym locker areas, or into the high school toilet-shower rooms. In the afternoon, after school has ended, students could use the toilets in the elementary classroom building.

If this option were implemented, students would need to be scheduled and taken in groups for showers, clothing changes, and to eat breakfast. In all, students would be able to do each of these things at the same time, hence the number of personnel who work with the students before and after school would probably have to be increased.

As an alternative, commuter students might be scheduled for their shower and clothing changes at one or more periods during the school day rather than in the morning prior to the start of school.

The lounge could be temporarily or permanently, partially or fully, partitioned off from the rest of the dining room area. Laundry would have to be moved back and forth between this area and Dormitory #2 on a daily basis. Somewhere between $1,000 and $10,000 would have to be expended on dividing this area from the rest of the dining room.

Option #2 -- The Gymnasium

Another way to relocate commuter students out of Dormitory #1 would be to utilize the existing gym. The stage area could be set up as a lounge facility and students' clothing could be stored in an adjacent stage storage room. The two locker rooms could be used for showering or changing clothes and the main gym floor could be used for play. Students could be taken to the shower and toilet facilities in small groups, or shower and toilet facilities could be increased slightly.

The implementation of this option would mean that the gym could be used for other purposes prior to the start of school or during the hour following the close of school.

Expenditures could be low; some additional operating personnel would probably have to help supervise the situation, and laundry would have to be moved back and forth between Dormitory Building #2 and the gym building; only the current day's clothing and towel requirements could be stored in the gym storage rooms.

Option #3 -- Eliminating the Afternoon Program

Perhaps it would be possible to eliminate the commuter student session which is held in the afternoon after school closes. If it were possible and it was still desirable to feed the students a snack, arrangements could be made for distributing to students on the bus a prepackaged snack which they could eat on the bus or take to their home.

Option #4 -- Adding Trailer Units

As indicated on Figure 26 which follows, it would be possible to add trailer units to the existing toilets located at one or both ends of Dormitory #2. These trailer units could be used to house the commuter students, and doors could be constructed between the trailers and the existing toilets to give them direct access into the permanent toilet/shower rooms. The use of the toilet rooms would have to be scheduled to keep the residential and the commuter students separated.

Depending upon the number of trailer units purchased, this option would probably cost somewhere between $70,000 and $140,000.

Option #5 -- Using Classrooms

Instead of relocating commuter students out of Dormitory #1, it would be possible to use the two regular classroom wings as meeting areas for commuter students, one for each sex, and to use adjacent or nearby combination toilet/shower rooms for showering, using the toilets, and changing clothes.

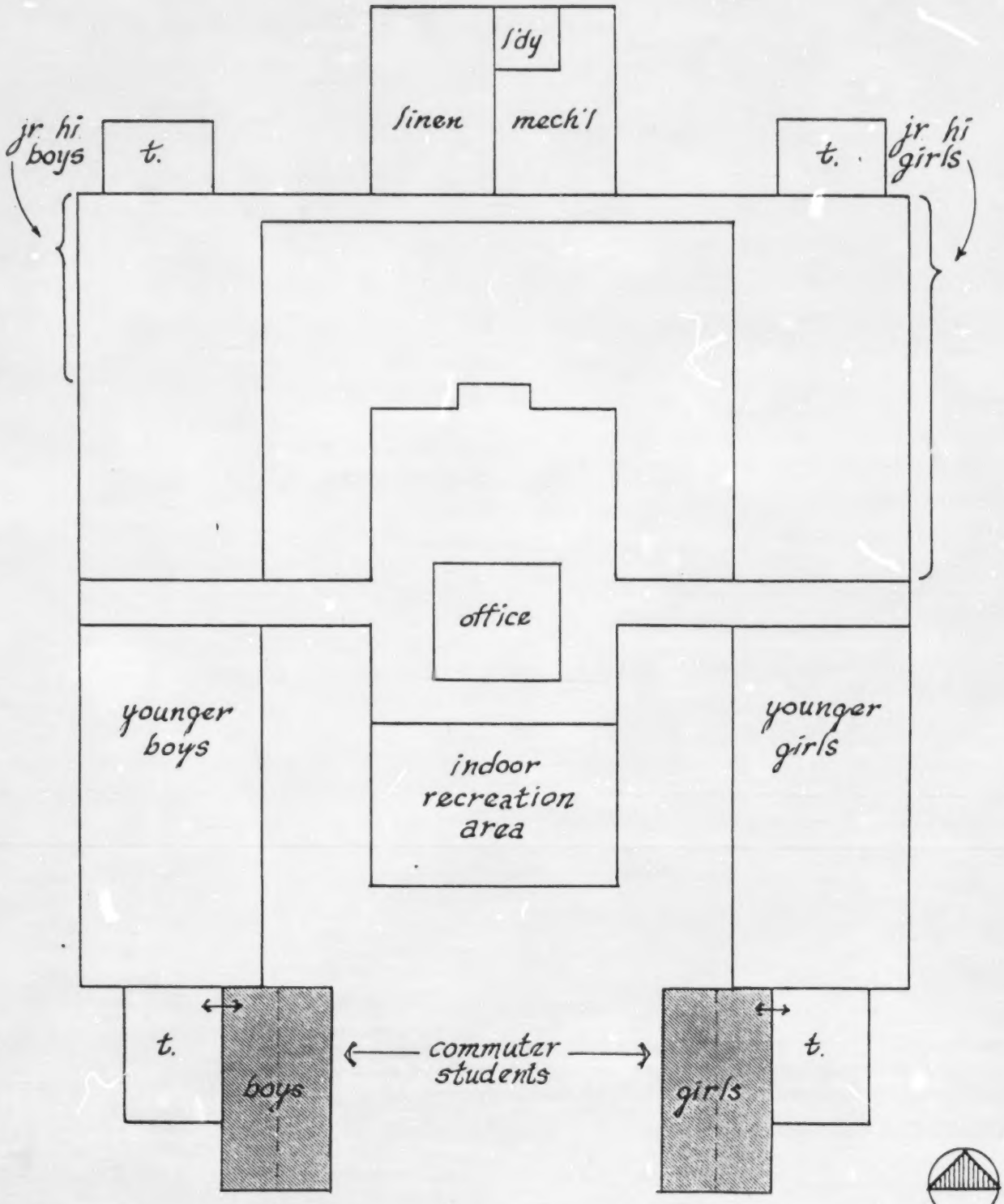

FIGURE 26

Dorm #2 ~ Rock Point

relocating commuter students to dorm #2

Option #6 -- New Building

Another and probably the most desirable of all options would be the erection of a new commuter student services structure. The building could be either a series of trailer units or it could be a more permanent structure. The facility could be designed so that it could be used for other purposes during the normal school day, e.g. adult education, community meetings and counseling.

Although there are a number of options available to Rock Point for relocating commuter students, none of these options appear to be very satisfactory other than the construction of a new facility. In each case, the sharing of space with other groups, the remoteness of the commuter students from the laundry area, and other inconveniences, tend to make the options of little value. Hopefully, someone other than the Consultant will have the vision to find a satisfactory solution to this relocation problem.

Laundry Services

The laundry for the Rock Point school is now washed, dried and stored in three separate locations:

1. Dormitory #1 -- laundry suite -- center of building.

2. Dormitory #2 -- laundry suite -- south side of building.

3. Dormitory #2 -- small laundry room -- southwest wing of building.

It would be possible -- and desirable -- to have all dormitory functions shifted to Dormitory #2, i.e. to do all laundering functions in Dormitory #2. By relocating Dormitory #1 laundry functions in Dormitory #2, additional space -- the present laundry suite -- would become available for use by the high school. This is very usable space and badly needed space.

Although it might look like Dormitory #2 laundry facilities are currently being used to capacity, it is not really the case. The amount of laundry being laundered in the facility could be more than doubled by increasing the number of hours the laundry is operated daily (each laundry is currently utilized about 4 hours/day) and by increasing machine capacity (this could be accomplished initially by moving equipment (washers, dryers, shelving, etc.) from Dormitory #1 into Dormitory #2 laundry room). Later, when the current equipment wears out, the units could be increased to reduce personnel requirements.

Whether or not the laundry equipment is altered, the machine room in Dormitory #2 needs an improved exhaust system; a motor driven wall

or ceiling exhaust fan is needed. It probably would be the most economical to install a motorized fan in the existing gravity exhaust ceiling duct.

The operation of the High School should add to the laundry load of Rock Point School. The increase would be derived from increased food service activity, added dormitory residents, and aprons/schmocks/etc., used in laboratories, kitchens, art and other instructional areas where students should wear protective clothing.

The figure which follows suggests that it would be possible to convert the Dormitory #2 boys' laundry room into a second Dormitory #2 linen room. Towel, linen and clothing shelving could be moved into Dormitory #2 from the Dormitory #1 laundry suite (see Figure 27).

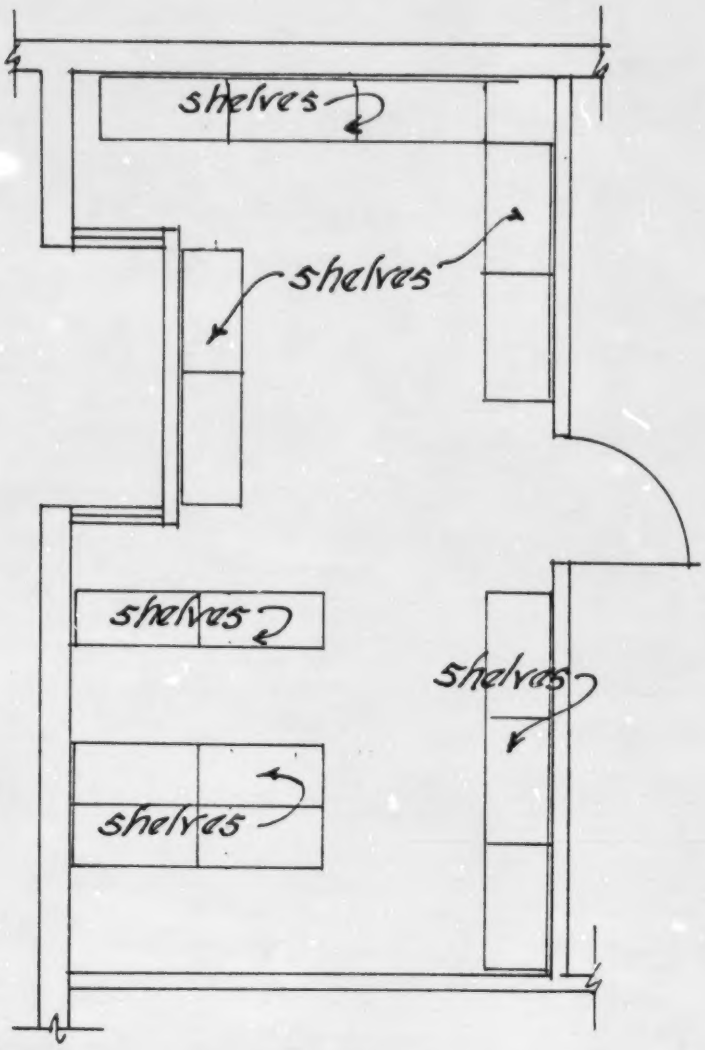

FIGURE 27

Dorm #2 - Rock Point

conversion of boys laundry room to a second linen room

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SURVEY OF SELECTED UNIVERSITY

AND HIGH SCHOOL PRACTICES

UNIVERSITY ADMISSION REQUIREMENTS

A survey of the admission requirements of selected universities and the Navajo Community College was conducted by Richard F. Tonigan and Associates, Ltd. This survey included:

1. Examination of admission requirements from current university catalogs,

2. Telephone interviews with Native American student representatives at each University, and

3. Telephone interviews with other selected individuals.

The summary results of selected university admission requirements are found in Table No. 1. This table includes information obtained from the five universities and one community college surveyed.

It should also be noted that the following table is being expanded to further clarify the number of units required over a specific number of years of high school.

Table No. 1 and Table No. 2 demonstrate that there appears to be plenty of opportunity for the Rock Point High School to have its students admitted to college, on or around the Reservation, with approximately 7 to 9 required units and with a range of 4 to 7 optionally elected units, e.g. courses designed by Rock Point.

A representative from Dr. Tom Reno's office stated that the State of Arizona provides broad guidelines for high school courses. However, specific courses are local decisions and do not require Arizona State Department of Education approval. A list of recommended text books is also provided to high schools by the Arizona State Department of Education, but this does not constitute a mandate. Each high school may select the text books of its choice without loss of state funds.

At this time, it appears that high schools will accept credits from other accredited high schools. However, acceptance of credits becomes questionable when the high school from which a student transfers is not accredited.

Table No. 1
UNIVERSITY ADMISSION REQUIREMENTS
(Dr. Richard F. Tonigan / Ms. Mary Bennett - April 4, 1979)

University	Entrance Examination Requirements	High School Standing	Units Required
University of Arizona*	Instate - ACT Min. Composite Score - 21 - Out of State - Min. 23	Graduation in Upper 50% of Class - Accredited H.S.	16
University of New Mexico*	ACT	Graduation with 2.0 GPA or GED - 50 or above or ACT - 22 Composite	13
Arizona State University*	Instate - ACT - 21 Out of State - 23 or Instate - SAT - 930; Out of State - 1,010	Graduation in 50% or 2.5 GPA or GED - 55	17
Northern Arizona University*	Instate - ACT - 21; Out of State - ACT - 23	Graduation from Accredited H.S. in Upper 50% of Class	16
San Juan Branch/New Mexico State University*	ACT	Graduation from Regional Accredited or State Approved H.S. C Average	15
Gallup Branch/University of New Mexico*	ACT	Transcript with Recommendation of Principal GPA-Top 25% of Class	13
Navajo Community College	Open Door Policy	Diploma or GED Ltr. of Recommendation from Principal	

SAT = Scholastic Aptitude Test
ACT = American College Test

(continued)

*Notes: a) Special Requirements for Admission to Special Colleges (e.g. Nursing, Pharmacy, Engineering, etc.)
b) Exceptions for Admission made under Special Circumstances (See Catalog)

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Table No. 1
(continued)

SUBJECT REQUIRED BY NO. OF UNITS				
English	Math	American History & Social Studies	Science	Electives
4 or 3 with Foreign Language (2)	2 Algebra & 1 Advanced Algebra or Geometry	2 Including U.S. & Arizona Constitution	1 Biology, Chemistry, Earth Science or Physics (One Lab Period Each Week)	7 Depending on English & Foreign Language
3	2 Algebra or Higher Mathematics	2 1 in U. S. History	2 Natural Sciences 1 Biology, Chemistry or Physics	4 From Selected Electives
5 or English (3) & Foreign Language (2)	2 (Advanced)	2 in U.S. and Arizona Constitution	2 Biology, Chemistry, Earth Science or Physics (One Lab Period Each Week)	6 Depending on Subjects
4 or 3 with Foreign Language (2)	2	2 Including U.S. & Arizona Constitution	2 Laboratory Science	5 or 6 Depending on English & Foreign Language
3	See Catalog	1	1 Laboratory Science	Restricted (See Catalog)
3	2	2	2 Natural Sciences; 1 Biology, Chemistry or Physics	4 From Selected Electives

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Table No. 2
SUGGESTED ROCK POINT PROGRAMS AND ARIZONA HIGH SCHOOL GRADUATION REQUIREMENTS
(Source: Rock Point Community School: High School Assessment, June, 1978)

The following listing shows 1) a suggested Rock Point college preparatory program, 2) suggested Rock Point High School graduation requirements, and 3) Arizona high school graduation requirements:

	Suggested Rock Point College Preparatory Program	Suggested Rock Point High School Graduation Requirements	Arizona High School Graduation Requirements
Language Arts			
English I	1 unit	1 unit	
English II	1 unit		
Advanced Composition	½ unit		
Electives	½ unit	1 unit	3 units
Total Language Arts	3 units	2 units	3 units
Science			
Exploratory Science	1 unit	1 unit	1 unit
Electives	1 unit		
Total Science	2 units	1 unit	1 unit
Mathematics			
Algebra	1 unit		
Electives	1 unit	1 unit	1 unit
Total Mathematics	2 units	1 unit	1 unit
Social Studies			
History	1 unit	1 unit	1 unit
Government			1 unit
Free Enterprise			½ unit
Electives	1 unit	1 unit	
Total Social Studies	2 units	2 units	2½ units
Fine Arts	1 unit	1 unit	
Health	½ unit	½ unit	
Physical Education	1 unit	1 unit	
Vocational/Home Economics	2 units	2 units	
Electives	2½ units	5½ units	8½ units
Totals	16 units	16 units	16 units

*One unit equals two semesters of course work.

Each university representative contacted was asked to send a copy of the institution's most current catalog. The interviewer then asked to speak with the person responsible for, or who knew the most about, the Native American students at the school. Table No. 3 shows a complete listing of these Native American student representatives (contact person) along with their telephone numbers and the Universities which they represent.

Table No. 3
UNIVERSITY CONTACT PERSON WHO REPRESENTS NATIVE AMERICAN STUDENTS

University	Approximate Percent of Native American Students	Contact Person	Telephone Number
University of Arizona	1%	Ms. Arlene Hobson	602-626-2761
Arizona State University	10%	Ms. Rosie Horace	602-965-6446
Northern Arizona University	25%	Ms. Janet Hillas	602-523-2761
University of New Mexico	1%	Ms. Betty O'Jay	505-277-3917
New Mexico State University/ San Juan Branch	20%	Ms. Cynthia Begay	505-325-7556
University of New Mexico/ Gallup Branch	50% - 60%	Mr. Calsue Murry	602-724-3311
Navajo Community College	90%	Ms. Joy Hanley	602-724-3311

DEFICIENCIES AND PROBLEM AREAS IDENTIFIED BY UNIVERSITY REQUIREMENTS

As the various universities were contacted to secure information involving high school graduation requirements, university representatives identified a substantial number of deficiencies and problems concerning native American student admissions, especially to their freshman classes. In an effort to be helpful, the Consultant is passing these ideas along to Rock Point School personnel in this section of the Report. Hopefully they will be useful in helping faculty prepare Rock Point students for entrance into cobleges and universities.

Following is a summary, by University, of the deficiencies and problem areas identified and prioritized by Native American student representatives (only some of whom were Native Americans) and their informal comments regarding Native American student admissions:

1. University of Arizona

Deficiencies and problems identified:

a) Math (basic math and college algebra). "Students don't seem to realize this is the key to every profession."

b) Organization (i.e. materials, time, money, study skills).

c) English (as a second language produces complications to learning). Native American students seem to have no sense of autonomy and are not idea oriented. They seem to memorize more than they comprehend. These students also have problems with the use of suffixes.

Admission requirements:

Stick pretty close to the university admission requirements for all students.

2. University of New Mexico

Problems and deficiencies identified:

a) Math - basics and algebra

b) English - writing and speaking

c) Adjustment to university life

- students "hide out"

- won't ask questions

d) Survival skills - study habits

- management of time

- management of money

Admission requirements:

All Native Americans are accepted. Some, however, must be admitted on provisionary status and make up deficiencies through continuing education studies.

Note: It is of particular benefit for high school students to visit colleges and sit in on classes.

3. Arizona State

Problems and deficiencies identified:

a) Speaking properly

b) Writing

c) Survival skills - Native American students have much difficulty handling freedom; management of time and money are great problems.

Admission requirements:

All Native American students are admitted. However, for the most part, they have not been taught by teachers who understand Native Americans. Further, many of their problems result from having had a different high school curriculum than is typical of public school graduates.

4. Northern Arizona University

Problems and deficiencies identified:

a) Language - due to improper training in high school

- writing poor

- oral expression poor

- poor reading comprehension and logic effect everything else

Admission requirements:

Native American students have no problem getting admitted.

Note: Pine Hill School (near Ramah) was cited as having an excellent high school English program.

5. New Mexico State -- San Juan Branch

Problems and deficiencies identified:

a) English - reading and writing

b) Math - basic

c) Survival skills - difficulty managing time, money and studies

Admission requirements:

It is relatively easy for Native American students to get admitted, but most of them drop out. The students coming from B.I.A. and boarding schools were said to have the most problems at the university level.

6. University of New Mexico -- Gallup Branch

Problems and deficiencies identified:

a) Communication - reading comprehension

- writing

- logic, sequence of events and interpretations

Note: Spelling and vocabulary are <u>not</u> problems.

b) Mathematics - basic operations, i.e. fractions, percentages and decimals

c) Survival skills - no management skills for studying, time, schedules, routines, priorities and follow-through

Admission requirements:

Native American students usually have no problem getting admitted. However, they have many problems after admission as noted above.

In conclusion, the results of the foregoing telephone interviews with selected university Native American student representatives generally revealed the following:

1) Native American students' deficiencies:

   - English
   - math
   - survival skills

2) University admission of Native American students:

   - Native American students have no problem obtaining admission to most universities. However, they do have problems after admission. These problems are related to the areas identified above.

TRANSFER OF HIGH SCHOOL STUDENTS

Several selected high schools were surveyed in an attempt to determine the conditions under which transfer high school students' credits are accepted or rejected. The principal or his/her representative responded in each instance that all credits are accepted if the school from which the student comes has state or regional accreditation or meets the standards established by these accrediting bodies. One high school representative has not yet responded. Credit for religion was cited as an exception to the above by two different high school representatives.

The Arizona State Department of Education, Director of Elementary and Secondary Education, Dr. Tom Reno, was contacted. Dr. Reno stated that there is no state policy regarding transfer of high school credits. Each school district is responsible for establishing its own policy. Table No. 4 shows a summary of the information obtained from the high school survey.

Table No. 4

SELECTED HIGH SCHOOL CONTACT PERSONS
AND CONDITIONS OF HIGH SCHOOL STUDENT TRANSFERS

High School or Agency	Contact Person	Telephone	Conditions of Acceptance or Rejection of High School Transfer Credits
Chinle (Arizona)	Mr. Randy Ellis Dir. of Counseling	(602) 674-3481	All Credits Accepted (except religion) if Student has 60 Classroom hours per subject per Semester in Carnegie Units (According to North Central Accreditation Stds.)
Ganado (Arizona)	Mr. Ron Bodiroga Acting Principal	(602) 755-3437	All Credits Accepted if School has State or Regional Accreditation.
Window Rock (Arizona)	Mr. James Ariuso Counselor	(602) 729-5704	All Credits Accepted except Religion. School must meet State or Regional Accreditation Standards.
Farmington (New Mexico)	Mr. Jack Markham Principal	(505) 325-0207	All Credits Accepted if School has Regional or State Accreditation.
Central Consolidated Schools (New Mexico)	Dr. Franklin Freeland	(505) 598-5834	New Mexico State Department of Education Minimum Standards.
Arizona State Department of Education	Dr. Tom Reno Director of Elementary and Secondary Education	(602) 255-5754	No State Policy Regarding Transfer of Credits. Decision of Local School District.

STUDENT RESIDENCE PROGRAM

INTRODUCTION

From the time the dormitories were first opened at Rock Point School until a few years ago when junior high school grades were first added to the former K-6 school, the two dormitories were relatively easy to supervise since they contained only younger children. With the advent of high school age children, problems associated with the supervision of dormitory residence expanded. Each year, as an additional grade level has been added to the school, it has become obvious that residential problems would continue to grow both in quantity and variety. Likewise, it could be judged that the seriousness of some problems would likely become more and more provocative to the community. In the past, it has been possible to operate the dormitories with few written rules, especially since most of the children entered Rock Point school not able to read or write in any language and able to speak and understand only in the Navajo language.

Another factor which compounds the dormitory problems developing at this time is the necessity to place all dormitory students for grades K-12 (ages 5-19) in a single building, Dormitory #2.

One other complication may be the relocation of day commuter students from Dormitory #1 to Dormitory #2 or additions thereto. (One of the Consultant's proposals is to add temporary facilities to the north end of Dormitory #2 to accomodate these commuter students' functions.)

This section of the Report is an attempt to create the beginning of what could become of a set of rules, regulations and procedures governing the supervision and operation of that portion of the residence hall function dealing with caring for the children. In preparation for writing this section of the Report, the Consultant visited several public and private schools looking for an on-going operation that might possess characteristics which could prove meaningful if transferred to Rock Point. Residence halls programs examined included the Santa Fe American Indian Arts School, the Albuquerque Indian School and two private schools. Albuquerque Indian Schools has conducted more research in this area than any of the other schools combined, and several ideas presented in this section are derived from that source.

Since Rock Point is a community unique unto itself, it appears that the rules, regulations and procedures which are finally approved by the Rock Point Board for use in the Rock Point dormitory will need to be created at Rock Point with considerable staff, parent and student input. Obviously, the material contained in this section of the Report will provide a background for the development of such rules, regulations, and procedures.

This section of the Report also contains some schematic ideas for making modifications to Dormitory #2. modifications which might best create an appropriate facility for accomodating students of such a wide age range and student groups which are composed of both residents and commuters.

GUIDELINES FOR DOMITORY STAFF

The adults who are responsible for supervising and servicing the dormitories need to have written materials which will 1) describe in such a manner in which employees will conduct themselves, 2) schedule the work to be performed, and 3) describe the overall purpose, philosophy, goals and operation of the Rock Point school.

Employee Conduct

The dormitory serves as "home" for students while they are attending Rock Point Community School. Without the presence of their real parents or guardians to offer guidance and to serve as models, it is the responsibility of the dormitory staff to act in such capacities. The following guidelines are expected to be followed by all dormitory staff members:

1. Staff members are to arrive fifteen minutes prior to the beginning of their shift to receive reports from the employees working on the previous shift.

2. Staff members shall behave in a manner appropriate to their roles as surrogate parents. As such, they shall:

   a) Refrain from the use of profane language while in the presence of students.

   b) Refrain from the use of alcholic beverages or other intoxicants during the hours before coming on duty or while on duty.

   c) Smoke cigarettes only in authorized areas.

   d) Maintain an appropriate adult/child relationship with all students, which means that staff members shall not date or otherwise socialize with students in manner not appropriate to his/her staff position.

3. Staff members shall attend required in-service training sessions.

4. Staff members shall use incident report forms to record all dormitory violations.

5. Staff members shall use only authorized, appropriate disciplinary measures with students.

6. Staff members shall follow designated student check-in and check-out procedures.

7. Staff members may not check out students from the dormitory on their signature without the permission of the parent or guardian.

8. Staff members shall work with other faculty and staff at Rock Point Community School to ensure continuity between a student's academic and dormitory environments.

Staff Work Schedules

A work schedule needs to be developed for each employee. This schedule should be more than a position description. The schedule should, on a ¼ to ½ hour basis, summarizing the work to be performed by each employee on each shift. It should be possible to complete each employee's work schedule in a one to two page document. These work schedules should be posted in a place convenient to the employees and should be referred to by supervisors when new employees are being oriented to their jobs, when in-service training is being conducted, and when work fails to be performed. The work schedule should also be used to periodically review with employees what work is expected of them, to ocassionally review and equalize work loads and to evaluate performance.

A number of the residence hall employees may not be able to read these work schedules regardless of whether they are printed in English or Navajo, but supervisors should be able to read them and explain them to employees. Without the use of such work schedules, it would be very difficult for the school's administrators and Board members to know whether or not all necessary work was scheduled to be accomplished, assigned to the appropriate position and performed.

School Purpose

Residence hall employees, as has been the case at Rock Point, should be kept reasonably well informed of the philosophy, purpose, objectives, and programs of the school. To understand their service roles in the organization, employees need to have a reasonable grasp on the organization's overall program. It has been common practice at Rock Point to involve employees in training sessions and other discussions for such in-service training purposes, and this practice should be continued. Perhaps at some point a residence hall manual

can be developed which would include some appropriate narrative and graphics to help residence hall employees better understand the school; a copy of one rather comprehensive manual is being provided to Rock Point as a supplement to this report.

STUDENT RULES AND REGULATIONS

General Rules. As student residents of the dormitory, students should understand that they are expected to:

1. Keep their rooms in good order, so that they are safe and healthy places to live. This includes such considerations as making beds, keeping litter off the floors, and not using personal electrical appliances which may be dangerous due to their nature or the overloading of circuts.

2. Obey the rules and procedures of the dormitory, including those for check-in, check-out, curfew, personal behavior and visitations.

3. Complete assigned residence hall duties in a timely and complete manner.

4. Respect the rights and privacy of others living in the dormitory.

5. Behave in a manner that does not harm or disturb others in the dormitory.

Dormitory Hours. The following dormitory hours will be enforced:

K-6th Grades -- Students must be in their rooms by 8:30 P.M., with lights turned out by 9:00 P.M.

7th-9th Grades -- Students must be in their rooms by 9:30 P.M., with lights turned out by 10:00 P.M.

10th-12th Grades -- Students must be in their rooms by 10:30 P.M., with lights turned out by 11:00 P.M.

Any student who is not in his/her room by the designated time will be charged with a minor violation. Any students who is not in his/her room after 12:00 midnight will be considered absent without leave, which is a major violation that can lead to dismissal from the dormitory.

Check-In Procedures. Students returning to school from home or other off-campus visits must check in with their dormitory supervisors immediately upon arriving at the school. Residential students shall not go to playgrounds, the gym, cafeteria, etc., until checking in has been accomplished.

Check-Out Procedures. A file card shall be maintained for each student in the residence hall on which will be listed all pertinent family information, including the names of parents or guardians and a signed release allowing for emergency medical care. Also listed on the card will be those adults approved by the parents or guardians who may check the student out of the dormitory. All persons wishing to check a student out of the dormitory must do so in person. Check-outs by telephone or through another person will not be allowed. Persons are discouraged from checking students out during the school day. Such requests will be honored only under special circumstances. Parents and guardians are urged to take their children home over weekends and during holidays.

Student "Self Check-Out". Students in the K-6th grades shall not be allowed to check themselves out of the dormitory at any time.

Students in grades 7-12 may check themselves out of the dormitory during weekends from 3:30 P.M. until 6:00 P.M. for the purpose of going to the trading post or to other places in the near vicinity of the school. Each student must, in person, sign him/herself "out" when leaving and "in" upon returning at the dormitory office. Students who violate this privilege can be charged with a minor violation, which may lead to not being allowed to leave campus for specified periods of time.

Students are encouraged to return to their homes on weekends. Those students in grades 7-12 who are unable to do so may check themselves out of the dormitory on Saturday or Sunday for 4-hour periods. For example, a student may check him/herself out at 8:00 A.M., but must check in, in person, by 12:00 noon, at which time the student may re-check him/herself out for another 4-hour period. This procedure can be repeated until curfew. Otherwise, only authorized adults may check a student out for a longer period of time, and always, only with the permission of the parent or guardian. Students may not check out themselves to go home for weekends.

Smoking. The smoking of cigarettes is allowed for students 18 years of age or older, or by parental permission if at least 16 years of age. In all cases, smoking is only permitted in lounge areas. Smoking is not permitted in student rooms.

Alcohol, Drugs and Other Intoxicating Substances. All alcoholic beverages, drugs and other intoxicants (such as marijuana, aerosal sprays, etc.) are strictly forbidden in the dormitory and school. Any student found in possession of such items, which means on their person

or in their room or locker, will be charged with a major violation, which can result in dismissal from the dormitory. Also, any students found in the immediate vicinity of where an intoxicating substance is being used, can be charged with the same violation. Some good advice: If students know that intoxicants are being used, they should leave the area!

Fights and Intimidation. It is important that the rights of all students and staff members are protected. Fighting and intimidation (name calling, verbal abuse, threats, etc.) will not be tolerated. Any person doing such will be charged with a major violation and may be expelled from the dormitory.

Weapons. Any instrument which is normally used for the purpose of inflicting bodily harm is strictly prohibited in the dormitory. Such instruments will be confiscated.

Flagrant Misconduct/Insubordination. Students who consistently break dormitory rules, or are often non-cooperative, are showing that they do not want to live there. Such behavior will not be allowed, with continued violations being grounds for dismissal from the dormitory.

Property Damage, Theft, Vandalism. The dormitory is a person's home at the school, and each person's property must be respected. Any acts of disrespect towards school property or that of other students or staff will not be allowed. Persons involved in damaging property will be liable for paying the cost of repair or replacement, and they will be charged with a major violation which could lead to dismissal from the dormitory. Upon being admitted to the dormitory, each high school student will be required to make a refundable $15.00 deposit, which will be used to defer the cost of any damages willfully done by that student.

Incident Reports. It is the obligation of all residence hall staff members to fill out an incident report whenever they observe a violation of dormitory rules. The incident report may be used as the basis for recommending counseling sessions, restrictions, or other disciplinary actions. It will also be used as evidence in the event of a student hearing.

Due Process. All students charged with a violation which requires a hearing are guaranteed the rights of due process. These rights include:

1. The right to a fair and impartial hearing.
2. The right to confront one's accusors.
3. The right to legal counsel.

4. The right to receive a copy of the hearing proceedings.

5. The right to appeal.

Immediate Suspension. If, in the opinion of two or more staff members, there is the immediate threat of a student being harmful to himself or others, that student may be immediately suspended without a hearing. In all cases, however, a hearing will take place prior to the student being readmitted.

Disposition of Confiscated Items. All confiscated items will be destroyed by the school, unless there is a written request from the parent or guardian within fifteen days requesting the return of such items. In all cases, confiscated intoxicants will be destroyed or returned to the parent or guardian at the conclusion of a case.

Visitations. Students may invite guests to visit them in the dormitory. However, certain rules must be followed:

1. Students may not invite visitors of the opposite sex into their rooms, unless the visitor is a relative and is approved by a staff member.

2. Socializing in the dormitory with members of the opposite sex shall occur in the lounge areas or other pre-designated rooms.

3. Visitors are subject to the same dormitory rules as the students. Visits shall take place during weekdays between 3:30 P.M. and 6:00 P.M., or after the dinner and study hours until curfew. Visits on weekends may be between the hours of 7:00 A.M. and curfew. Visiting rights may be denied to any student who has been placed on restriction.

Class Attendance/Returning to the Dormitory During Class Hours. It is the responsibility of the student to rise early enough to dress properly, clean his/her room, do assigned details, eat breakfast, and arrive in class on time.

A student shall not be allowed to return to his/her room during class hours, except during the lunch break, or by obtaining written permission from the attendance officer of the school. It is the responsibility of dormitory staff members to assure that students do not remain in their rooms during class hours.

Study Period. For one hour immediately following the evening meal, there shall be a mandatory study period for all students; this regulation is in effect on each day which is followed by a school day.

Those students who cannot attend due to sickness, field trips or athletic events must make alternate study arrangements of an equal time length.

Activities. There shall be designated activity hours in the dormitory. These hours, Monday through Thursday, shall be from 3:30 P.M. until one half hour before dinner, plus an evening session for students in the 7th-12th grades from 8;00 P.M. until curfew. Activity facilities should be open during weekend days and evenings. Activities to be offered could include: arts and crafts, such as weaving, leatherworking, beadwork, ceramics, painting, finger-painting, silversmithing, model-building, drawing and sewing; games and sports, such as pool, air hockey, volleyball, teatherball, carems, four-square, kickball, soccer, badminton, board games (Monopoly, Concentration, etc.); social activities, such as an area with a juke box, dance floor and snack bar, performances presented by musical and drama groups, organized dances, picnics and field trips, movies, as well as areas set aside for studying, quiet reading (with a well-stocked paperback library) and talking. This can also be a time for organized clubs to meet.

Student Rights and Responsibilities. The following individual rights and responsibilities material is a direct quote from a student handbook distributed by the Albuquerque Indian School to its residential students:

INDIVIDUAL RIGHTS AND RESPONSIBILITIES

Individual Rights	Individual Responsibilities
As an individual of this school community (Albuquerque Indian School), you have a right:	As an individual of this school community (Albuquerque Indian School), it is your responsibility:
ARTICLE I	
To an education.	To attend all classes each day except when ill or properly excused and to allow others the freedom to learn without upsetting the classroom learning environment.
ARTICLE II	
To be free from unreasonable search and seizure of your person and property, to a reasonable degree of privace and to a safe and secure environment.	Not to bring to school anything forbidden by law such as alcoholic beverages, drugs, weapons or stolen property. The search of a student's personal property will only be done when there is a reasonable cause.

ARTICLE III

To make your own decisions where appropriate.

To be sure that your decisions do not violate school and community rules nor do not infringe upon the rights of others.

ARTICLE IV

To freedom of religion and culture.

To express your own religion and culture in any manner that is not disturbing to other individuals in our school community nor disrespectful to your home communities from which you come.

ARTICLE V

To freedom of speech and expression, including symbolic expression, such as dress and length of hair, so long as the symbolic expression does not unreasonably disrupt the educational process or endanger the health and safety of others in our community.

To express opinions and the ideas respectfully so as not to offend others and to understand that others should be allowed to express their ideas.

ARTICLE VI

To freedom of the press, except where materials in student publications is libelous or obscene.

To understand that you may write about your own ideas and opinions, but you may not write ideas if they are not true or ruin or hurt a person's reputation.

ARTICLE VII

To peaceably assemble and to petition the redress of grievances.

To plan activities at times when they will not interfere with the regular school program nor infringe upon the rights of others. To report to staff that you have been treated unfairly and are having problems and to expect and receive special help and follow up.

ARTICLE VIII

To due process. You are entitled to due process in every instance of disciplinary action for alleged violations of school community regulations for which you may be subjected to penalties of suspension or expulsion.

Dormitory Government. There shall be an elected Dormitory Council, composed of representatives from each division or grade level. This council shall meet on a regular basis and shall serve in an advisory capacity ot the Dormitory Supervisor. The Council shall discuss all aspects of dormitory living, including such issues as discipline procedures, the expenditure of dormitory funds allocated for social and cultural events, the planning of dances, the selection of films, as well as the creation and revision of dormitory rules. The Council shall have a staff sponsor, and shall be given the opportunity to play an important role in dormitory decision-making.

POSSIBLE STUDENT HOUSING CONFIGURATIONS

There are many different configurations that may be used in administering a residential program. Some that have been used with success are:

1. Family Groups -- Up to twelve students, selected on the basis of age, sex, or both, are grouped together for the entire year. Each group is assigned a family living area and are attended by two live-in 24-hour day houseparents. Each group is responsible for making its family rules, and, in effect, interact as a large family. This arrangement is especially effective for younger children who require the constance presence of a parent figure, though it has been used successfully through the high school grades. Boys Town in Omaha, Nebraska, has utilized the family group concept for many years.

2. Dorm Roooms Assigned by Sex, But Not Age -- Placing up to four students in a room on the basis of sex only allows older boys to live with younger boys, older girls with younger girls. If the age span is no more than 3-4 years, the advantages can be found in the development of older brother and sister models. If the modeling is not appropriate, such an arrangement can also prove disadvantageous.

3. Dorm Rooms Assigned by Sex and Age -- Having peers sharing a room allows for activity planning and simpler administration of curfew rules. One loses, however, the potential for older brother/sister modeling that would be found in the home.

4. Honor Dorm -- A section of Dormitory #1 or #2 can be designated an Honor Wing for those students who have demonstrated excellence in both their dormitory and academic lives. Special privileges can be given these students, such as relaxed check-in, check-out procedures, a private game room, etc., to make the area an incentive for positive student behavior.

5. Senior Dorm -- A section of the Dormitories can be designated for Seniors only. Such an area could boast a private color television, a more adult, relaxed living atmosphere, and could serve as a positive goal for underclassmen to achieve their Senior year.

DORMITORY #2 FACILITY

To accommodate the addition of grade 7-12 students, and to possibly accommodate the day commuter students for short periods of each school day, it will be desirable to modify the Dormitory #2 facility.

Dormitory #2 could be modified in a number of ways to accommodate the addition of older aged children and an increase in the total number of students to be served.

The lowest cost and most rapid procedure for increasing the number of students housed in the dormitory would be to increase the number of students living in each of the sleeping rooms from the present variable rate of 2 to 4 students to the originally designed capacity of 4 students per room.

About the only other way that the capacity of the present building could be increased would be to reassign space now used for some other purpose to a sleeping room purpose. For example, if the school gave up the recreational rooms located just north of the office area of Dormitory #2, the rooms could be converted to large group sleeping quarters. Likewise, the lounge area could be converted to a large group sleeping area. One could even go so far as to locate the office functions in the adjacent hallways and convert the office to sleeping rooms. To the consultant, and probably to the school, none of these conversions of existing non-sleeping facilities to sleeping facilities would be reasonable, mostly because they would tend to overcrowd the building and eliminate services or functional use areas that are

essential to a reasonable residential living program.

The quantity of students to be housed can probably best be increased from the building's present capacity to whatever is needed for future capacity by adding either temporary or permanent structures to the exterior of the present building. Sleeping quarters can probably best be provided by being added to the perimeter of the present structure, and social and recreational additions would probably be best located by being added to the north and south ends of the central core of the building. Commuter student facilities can probably best be added at one or both ends (adjacent to existing bathroom facilities) at the north and south ends of the exterior wings of the building.

There would be some supervision advantages and probably cost advantages to working our physical facility arrangements whereby all of the dormitory functions, including laundry services, were housed in Dormitory #2 and any additions to it.

DORMITORY ENVIRONMENT

Supervisors of successful dormitory programs put accent on the importance of the dormitory environment to students. Key among the concern of students are such items as:

...need for privacy
...maximum choice of life-styles
...variety of activities
...flexibility in space arrangements
...ability to personalize environment
...student input into rules, regulations and procedures
...student involvement in activities
...avoiding overcrowding
...avoiding excessive noise
...having quiet times
...being able to open windows
...having single beds
...having maintenance performed promptly
...being able to hang things on the walls
...having a place to lock up belongings
...having a preset daily routine
...having specified times for free activities including things such as gymnasium usage, movies, television, games, family visits, tutoring, counseling, pool, pinball, cards, ping-pong, bingo and monopoly
...having easy access to a soda machine and a snack bar
...having the opportunity to enjoy music (sing, dance, listen)

...freedom to go outside and walk around
...ability to do small amounts of laundry
...opportunity to get into sports, e.g. basketball, football, volleyball, track, cross-country, jogging, boxing, wrestling, swimming, bowling, tennis, roller skating, rodeo, and exercising
...having groups to be adtive in, e.g. indian club, science club, band club, and cheerleading club
...having the opportunity to get involved with crafts including silversmithing, leatherwork, model building, painting, patchwork, drawing, and sewing
...having the opportunity to go on campus and cook outside
...having access to a kitchenette for making pizza, popcorn, and fry bread
...having opportunities for visits to town and stores
...being able to participate in special events such as parties, dances, and movies
...having part-time jobs as students get oder
...being able to go to church, to the library, and to the trading post
...having rotational schedules for work details and other assignments
...having enforced bedtimes

The balance of this section of the report is devoted to depicting how and where facility modifications could conceptionally be accomplished to provide the modifications which might best accommodate a K-12 residential student body.

Figure 28 shows Dormitory #2 as it is presently being utilized, with only enough wording contained in the schematic to orient the reader to the layout of the building.

Figure 29 shows how four of the dormitory rooms could be separated for use by high school students from the remaining two and, in addition, shows how doors could be installed on present doorway openings to give students more privacy in their rooms.

Figure 29 divides the area in the southwest wing of Dormitory #2 into a suite of four rooms for high school students and a second suite of two rooms for elementary school use. The most difficult and expensive part of this proposal would be the installing of a new door from the main corridor into the 2-room suite.

A similar conversion could also be accomplished in the southwest wing being partially used at this time by high school boys.

This graphic is an enlargement of the southwest high school girls' wing and more clearly demonstrates how the doors should swing or be blocked (see Figure 30).

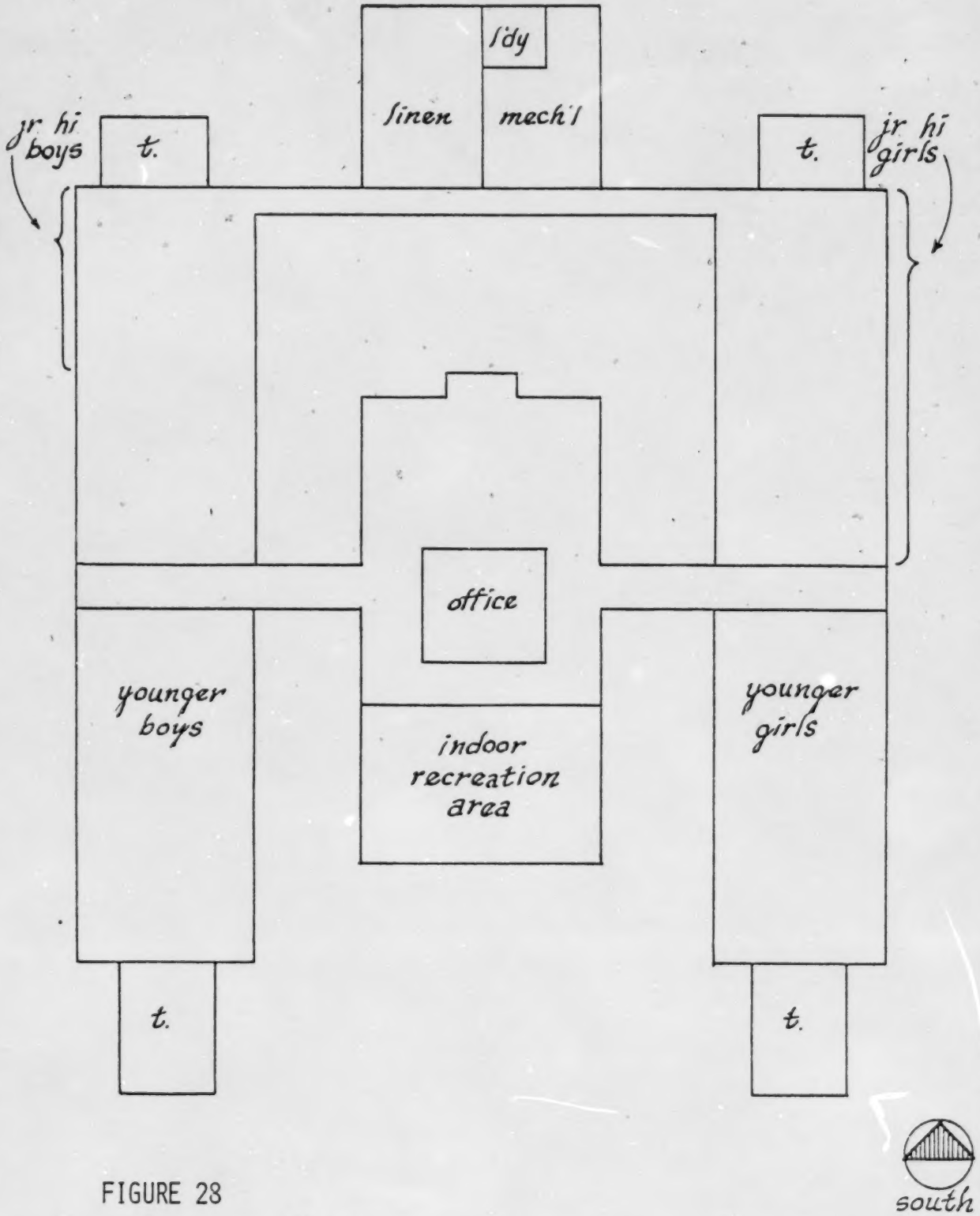

FIGURE 28

Dorm #2 ~ Rock Point

existing building layout

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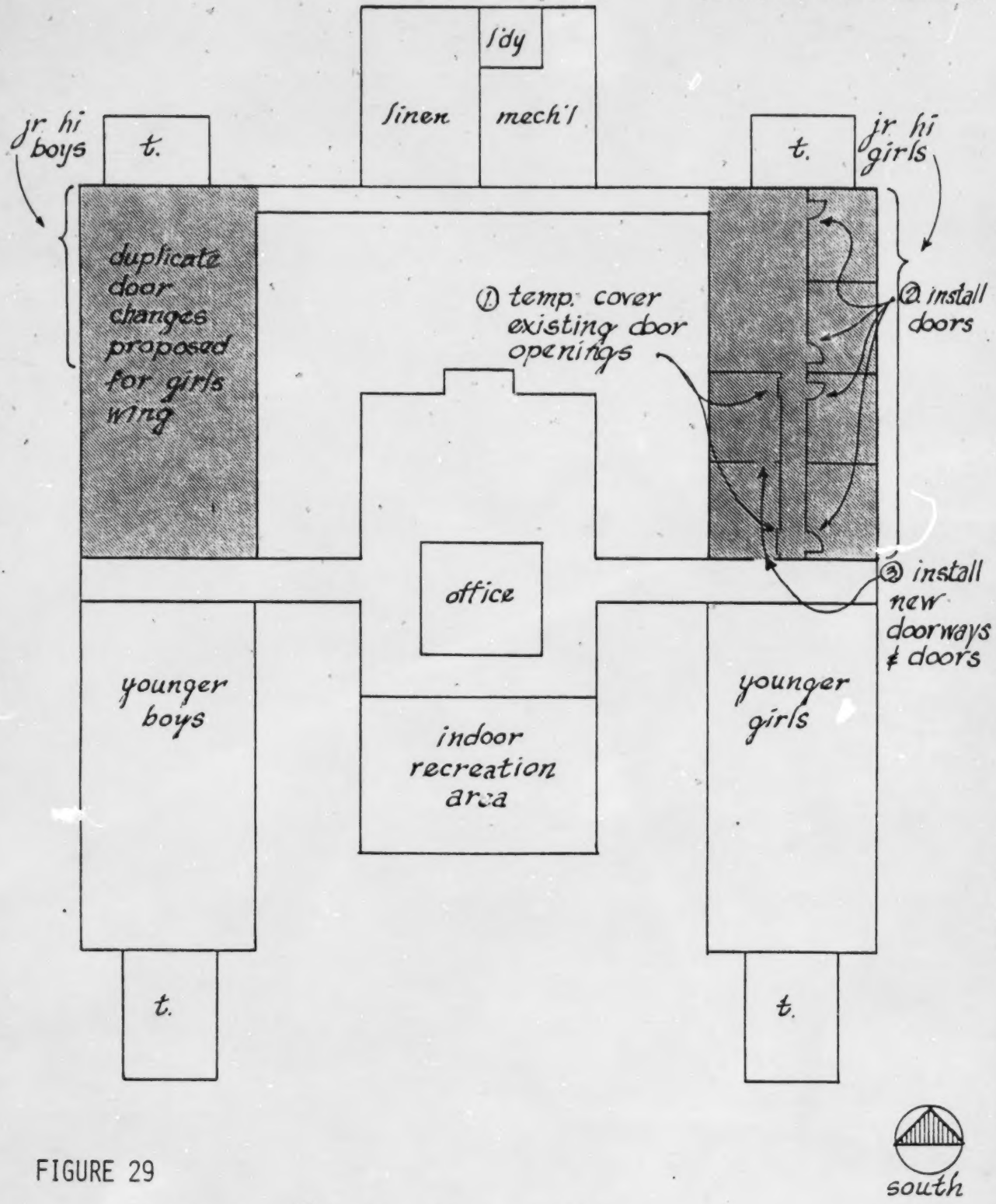

FIGURE 29

Dorm #2 - Rock Point

suggested door changes to isolate jr. high from elem. bed rooms, and toilets.

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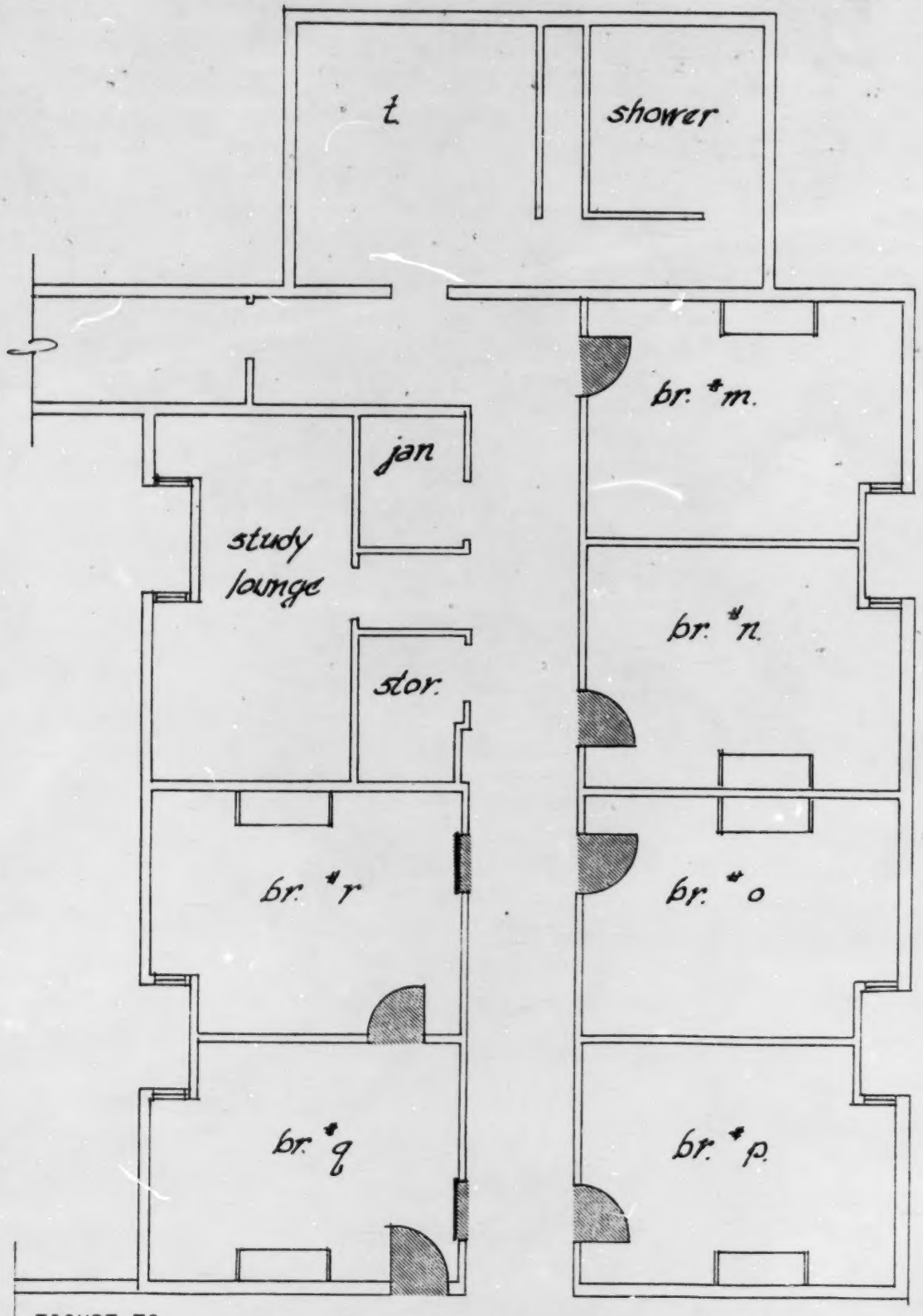

FIGURE 30

Jr. High Girls Wing ~ Dorm #2 Rock Point

door swings / covering (boys wing to be similar)

The two doors which are blocked could be covered on the room side of the corridor wall and sets of shelving could be installed in the doorway recesses on the corridor sides to hold leisure and other high interest reading materials.

Figure 31 shows how trailer units could be added to the south end of Dormitory #2 to provide high school dormitory sleeping, studying, or lounging areas. These areas could be directly connected to the building with doors opening into existing hallways and combination toilet-shower rooms.

Figure 32 identifies the two existing court areas in which buildings could be built as additions to the current Dormitory #2 structure. These appear to be the most economical areas for any newly constructed dormitory facilities.

These additions would probably best serve the needs of the dormitory program as activity facilities. If the southeast and southwest wings in Dormitory #2 are to eventually become junior and senior high school dormitories, the south court addition would probably be best utilized as a high school activities and lounge facility.

Figure 33 illustrates how segregated junior-senior high school activities could be located in the present Dormitory #2 lounge by the installation of walls containing doors on the east and west sides of the present office group.

The activity functions now housed in elementary area #2 could be shifted into the newly created high school activity room and the elementary activity area could be enlarged into area #2.

This schematic also locates the two small laundry rooms which could be converted to a high school boys' and high school girls' set of study lounges.

If it is felt that it is not necessary to convert the laundry room in the high school boys' wing to a lounge study room, it would perhaps be best used as a secondary linen storage room when the laundry function is moved from Dormitory #1 into the Dormitory #2 laundry room.

Figure 34 illustrates how the laundry room presently located in the high school girls' wing, the southwest wing, could be remodeled to provide a small lounge study room as well as a second room for hand washing, hair washing, and ironing.

The present laundry room located in the high school boys' wing, the southeast wing, could be converted to a high school boys' lounge. (At scheduled times, it could probably also be used for a high school co-ed lounge.) If the laundry room is used for other than its present

purposes, it might be advisable to move one or two of the small home-type laundry machines into the Dormitory #2 linen room.

The original laundry room described in Figure 35 might be best used as an extension of the present linen room to permit use of the dormitory to laundry facilities for doing all of Rock Point's student related laundry.

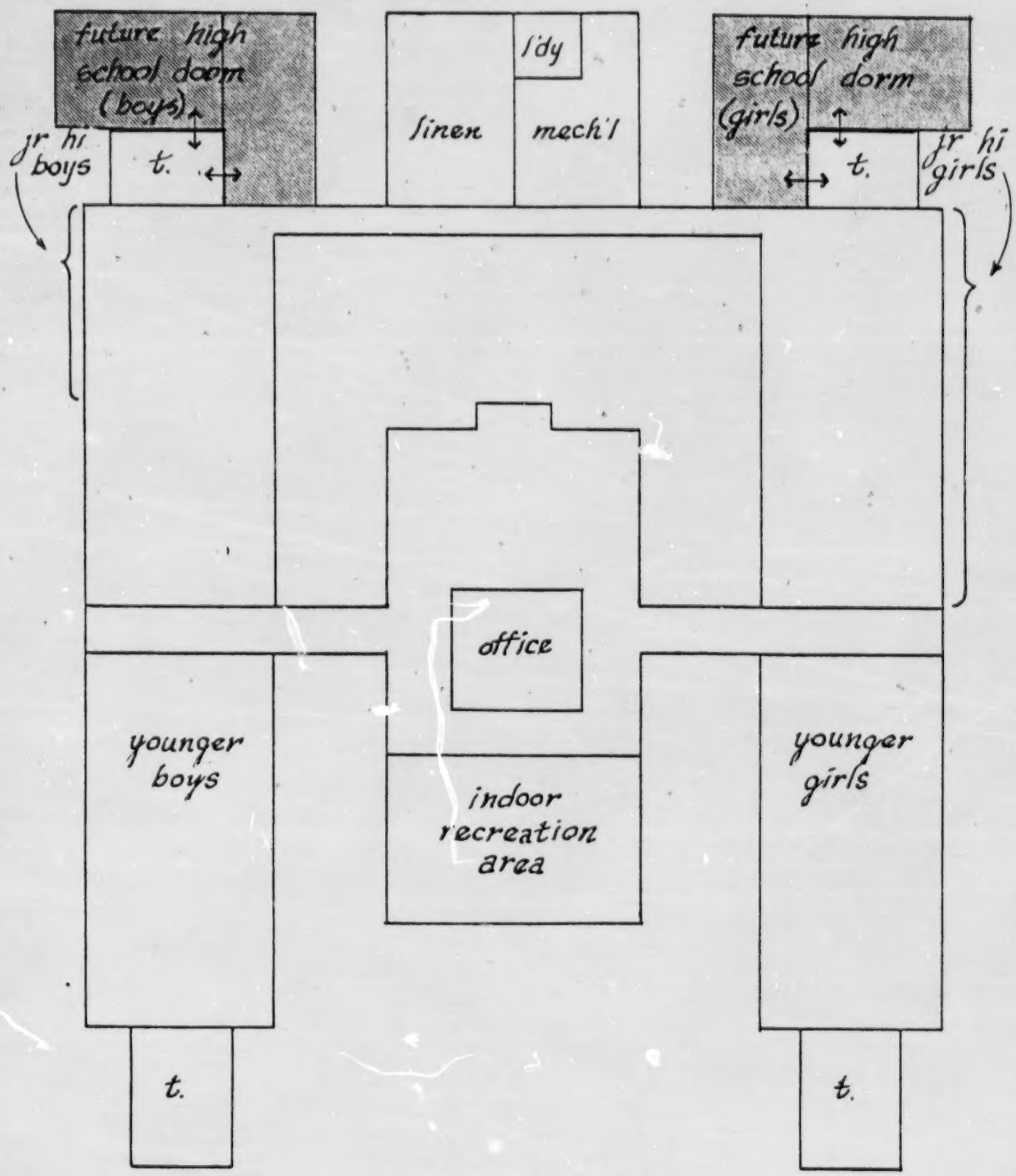

FIGURE 31

Dorm #2 Rock Point

adding senior high dorm bedroom facility

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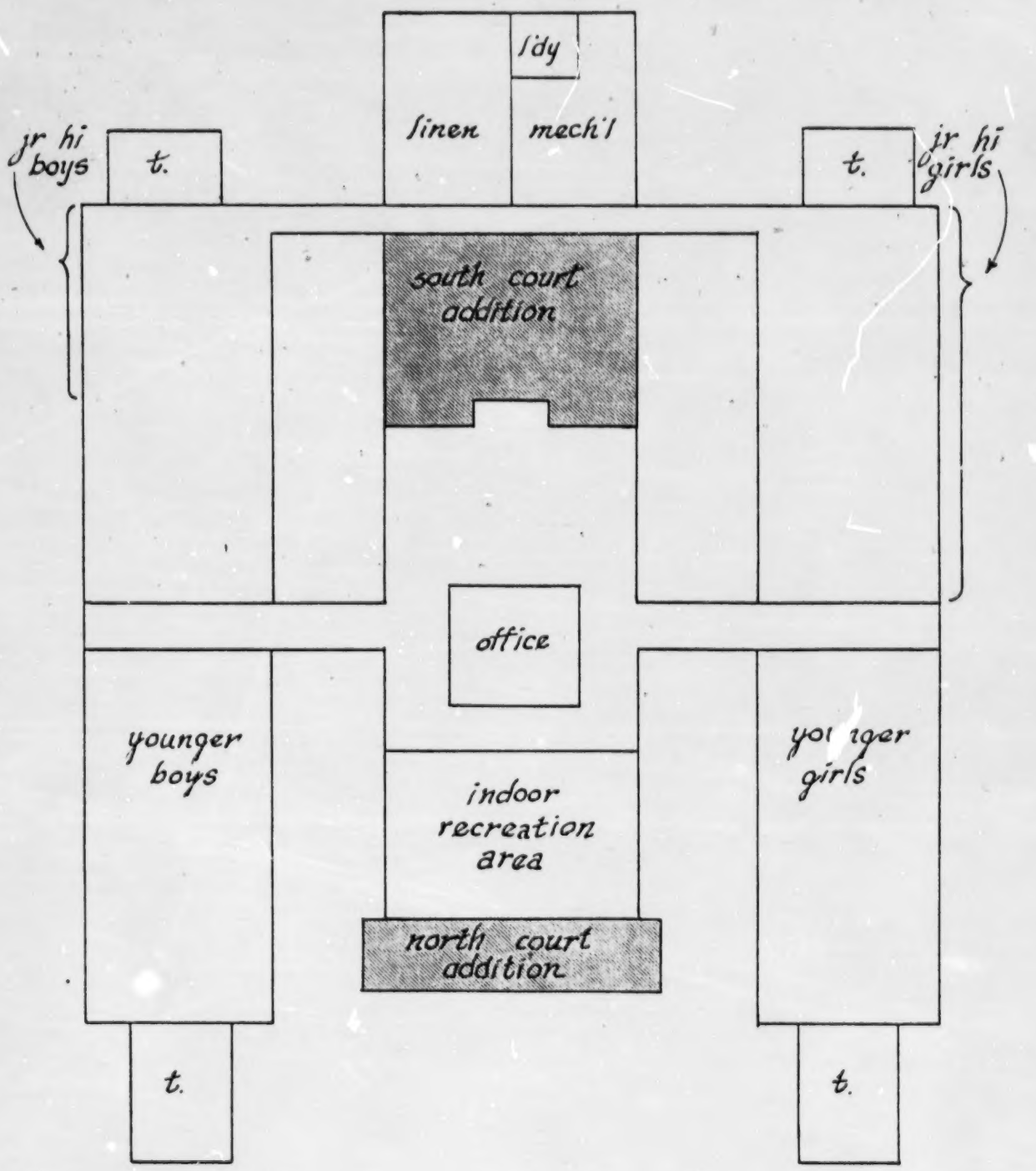

FIGURE 32

Dorm #2 - Rock Point

adding jr. & sr. high activity facilities

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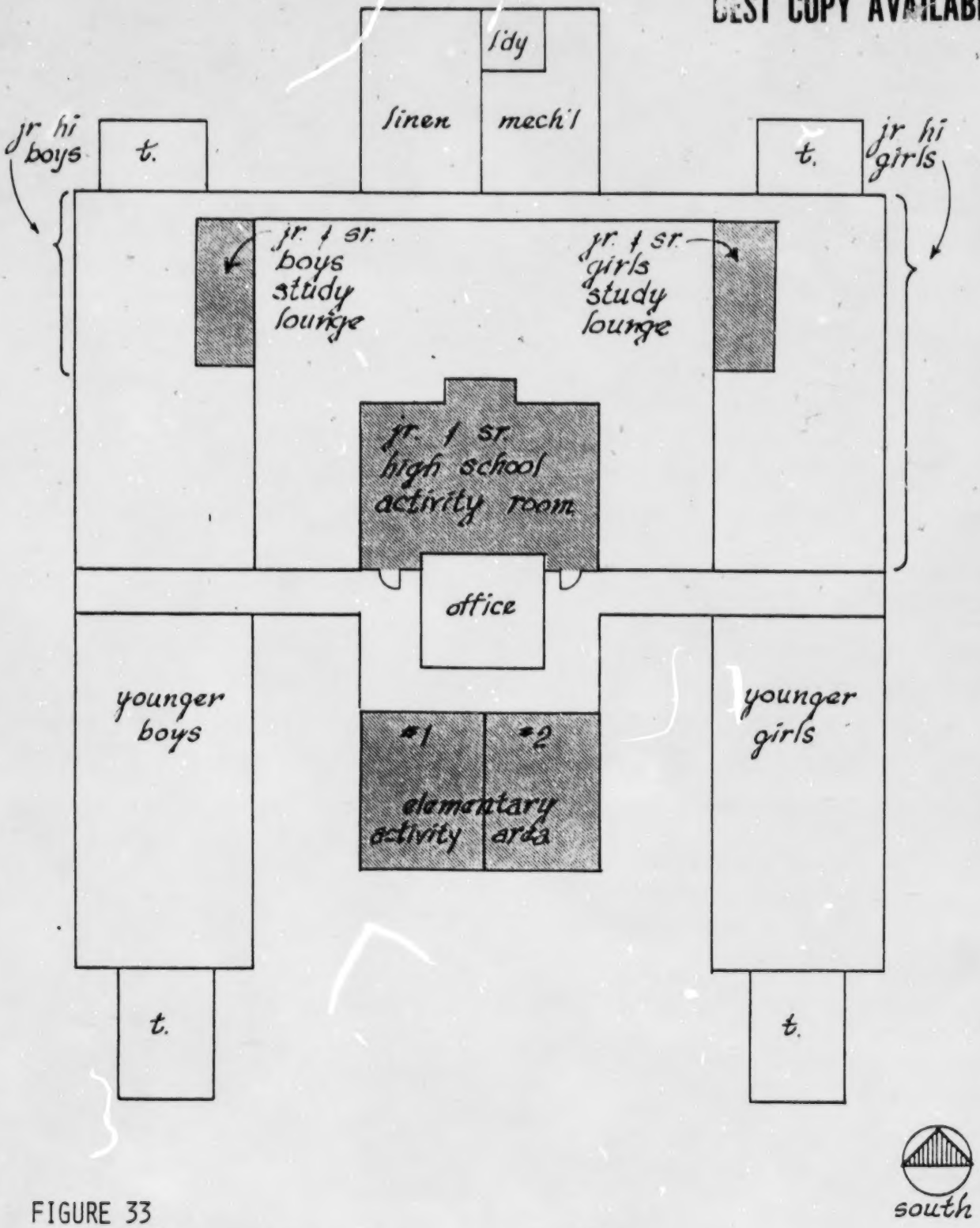

FIGURE 33

Dorm #2 Rock Point

separating elementary and secondary activity and study areas in the present dorm bldg.

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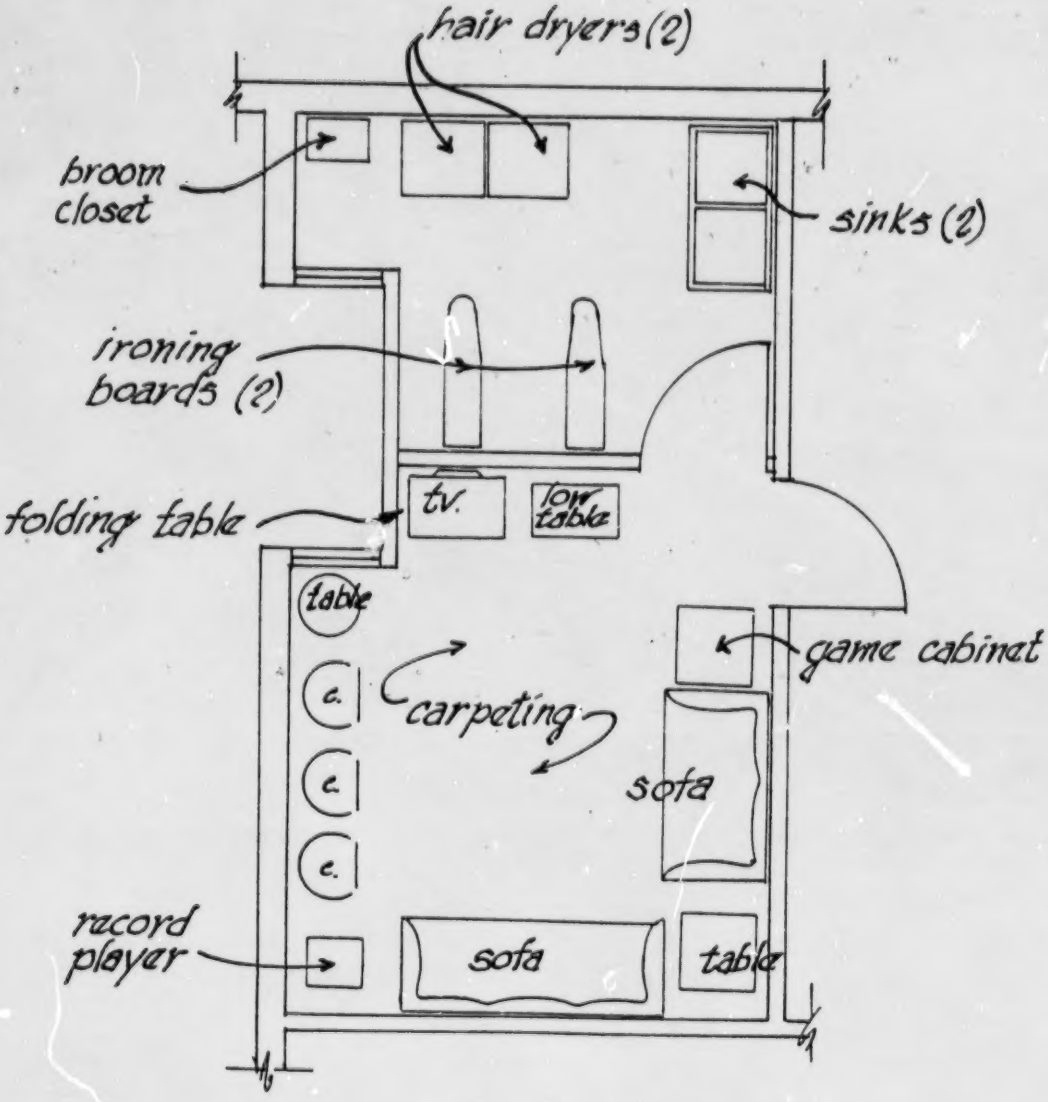

FIGURE 34

Dorm #2 - Rock Point

conversion of small laundry room to girls lounge - study - laundry rooms

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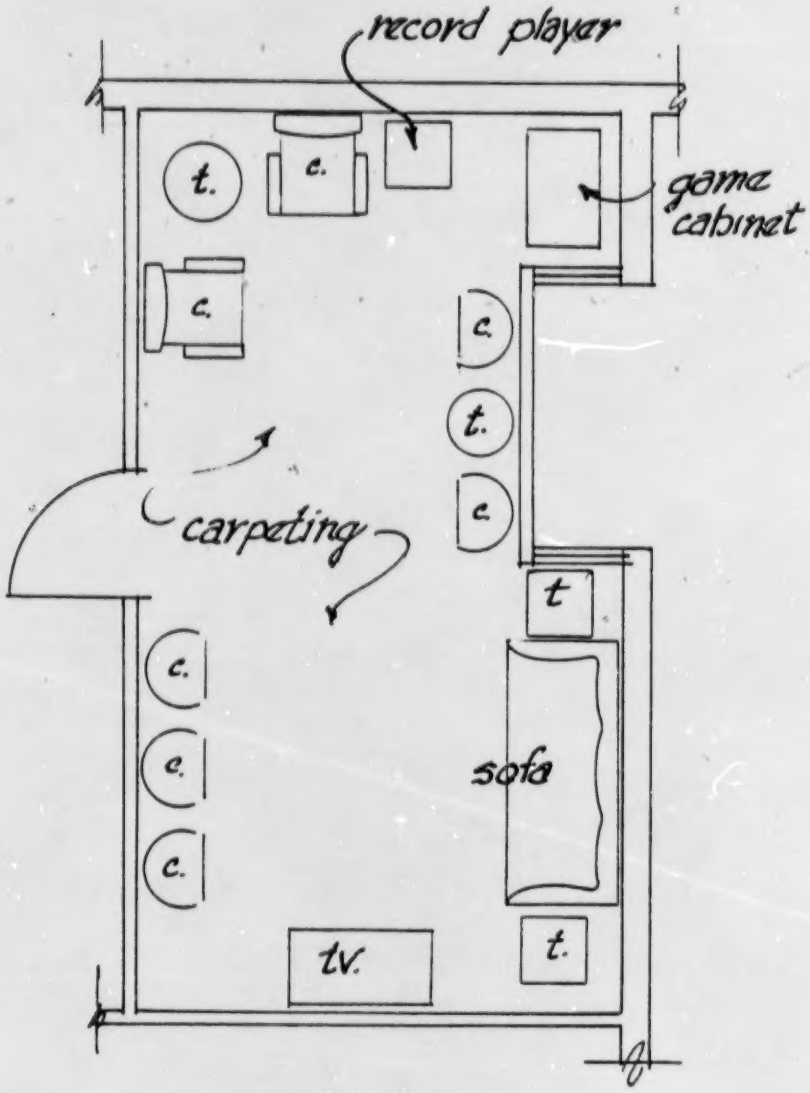

FIGURE 35

Dorm #2 - Rock Point

conversion of small laundry to boys study - lounge and/or coed H.S. lounge.

Figure 36 shows where doors might be installed in the boys' high school wing to give added privacy and control in areas used by high school boys.

Figure 37 demonstrates how the core area between the present elementary boys' playing room and the pool room might be converted to toilet and shower facilities -- and further, how the adjacent corridor and other rooms might be utilized, with a couple of minor corridor partitions, to isolate the high school dormitory activities from the rest of Dormitory #2.

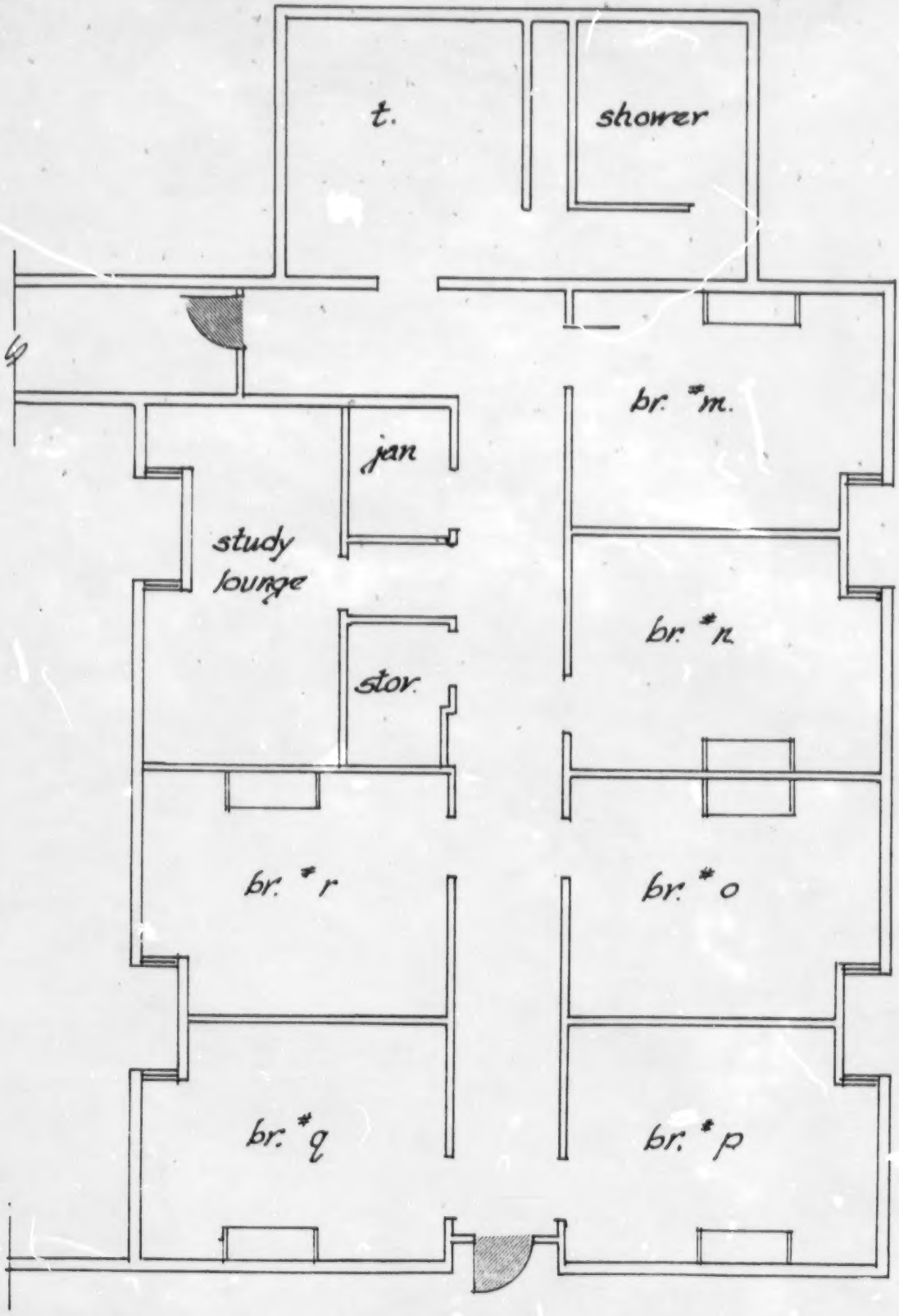

FIGURE 36

convert southwest wing to jr. & sr. high school girls dorm

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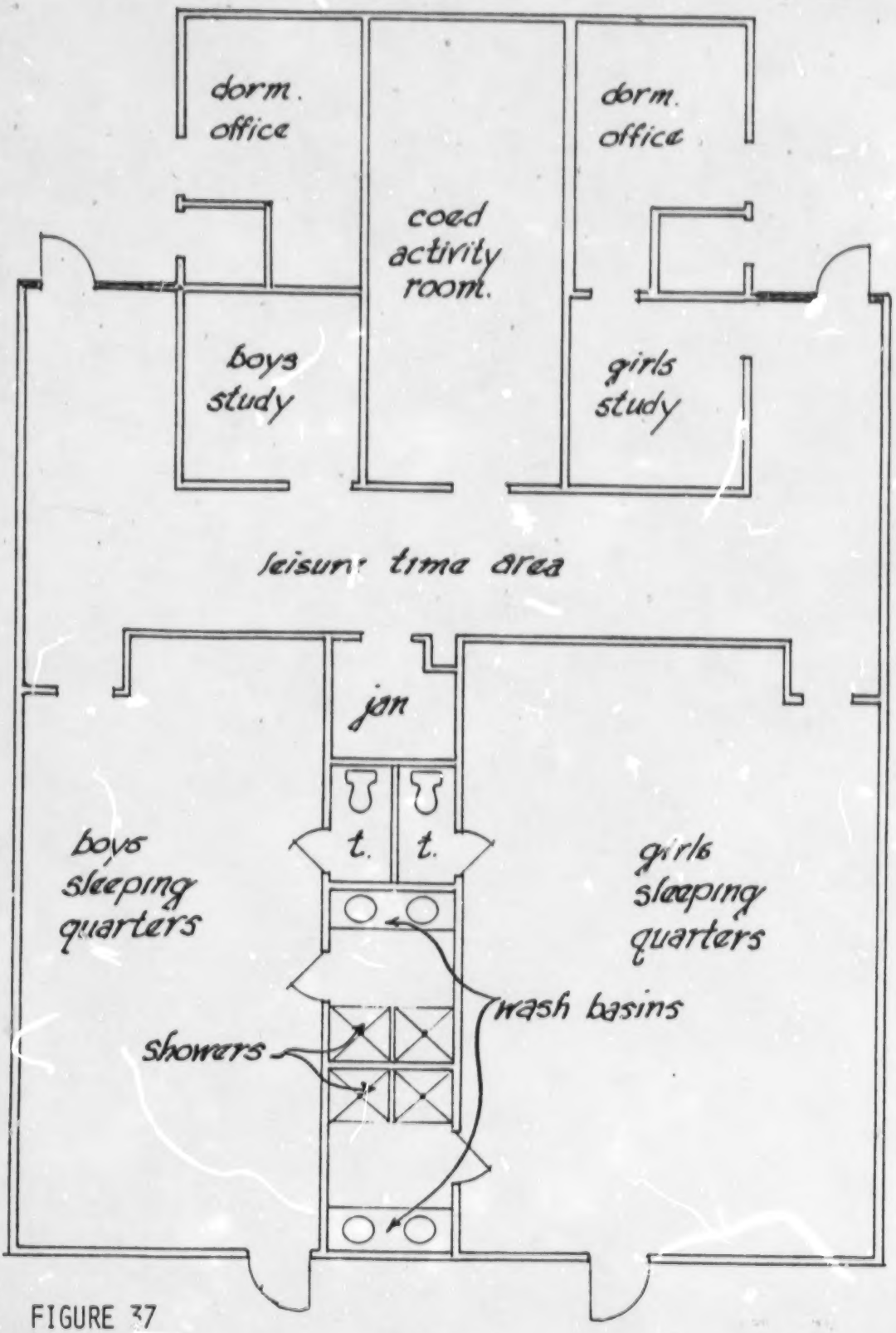

FIGURE 37

dorm #2 conversion of play and pool area from elementary to high school use.

EDUCATIONAL FACILITY PLANNING RESOURCES

Appendix C contains a list of school facility planning references which is a small sample of manuals, texts, slides, films, and other planning media available to Rock Point on loan from the Consultant.

CAPITAL OUTLAY FUNDS*

Within the text of this Report, reference has been made in a few instances to probable construction costs. Perhaps it would be helpful to have a summary of what costs might be associated with most, if not all of the construction related items mentioned in this Report. The reader needs to be forewarned, however, the costs listed below have been approximated without any drawings or specification having been completed; they are included on a preliminary basis. Before more exact costs could be determined, it would be necessary to have more knowledge about the quality level of construction to be specified, the extent to which areas should be equipped, which of the Consultant's schematic suggestions might be followed, how will planning be accomplished and other cost-related factors.

Contractors who have worked on the Rough Rock High School have said that it costs about twice as much to build new facilities at Rough Rock as it did at Albuquerque. This rule of thumb has been followed in the costs given below.

As the Rock Point School needs more precise plans and cost figures, the Consultant will be available to assict with locating useful architects and refining these approximated costs.

It should be noted many of the suggestions made by the Consultant also have operational cost-related factors, e.g. personnel, supplies and equipment. As the Board and the Administration further specify the program to be operated at Rock Point, it will become increasingly possible to accurately estimate operational costs. At the moment, there are too many options to undertake the task of operationally budgeting each one. It should be adequate to consider that every additional instructional area included in the High School facility adds a faculty member plus plant management and administrative work to the existing cost pattern. It could probably be "guesstimated" that every square foot of instructional or service space added to the High School's floor space allotment adds $25 - $30 to the annual operating cost of the High School.

So far, Rock Point has been equipping its emerging High School program at a rather minimal level. It could probably double the amount and variety of what it has been purchasing and still be only at or near the national average practice.

Most of the Dormitory #1 alterations completed to date for the benefit of high school children have been accomplished with minimal changes having been made to the structure and built-in equipment. This has kept capital outlay expenditures very low. To utilize the balance of the building more

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*Capital outlay funds are used to finance school sites, construction, and equipment.

effectively, this practice might need to be modified, and the degree to which it is intensified has direct financial implications.

Considering the above, and other items the Consultant has calculated, the following cost probabilities as being associated with the continued development of the High School.

HIGH SCHOOL OPTIONS

Four options for altering Dormitory #1 into the main high school facility were discussed on pages 34 through 38. The cost of accomplishing each of the options has been estimated as:

	Minimum		Maximum
Option #1 - (see page 35)	$1,100,000	to	$2,000,000
Option #2 - (see page 36)	1,100,000	to	2,000,000
Option #3 - (see page 37)	1,100,000	to	2,000,000
Option #4 - (see page 38) (excludes cost of vocational building)	1,350,000	to	2,000,000

Equipment - Equal to 20 percent to each of the above figures.

RELOCATION OF COMMUTER STUDENTS

Six options for housing relocated commuter students were discussed on page 69 through 33. The cost of accomplishing each of these options (including equipment) has been estimated as:

	Minimum		Maximum
Option #1 - The Cafeteria	$ 1,000	to	$ 10,000
Option #2 - The Gymnasium	5,000	to	40,000
Option #3 - Afternoon Program	-0-	to	-0-
Option #4 - Trailer Units Added to Dormitory #2	70,000	to	140,000
Option #5 - Classrooms	-0-		-0-
Option #6 - New Building	(See New Structures Listing)		

DORMITORY #2

Modifications which might be considered were discussed on pages 98 through 113. The costs associated with the suggested Dormitory #2 modifications have been estimated as:

	Minimum		Maximum
1. Change doors (Figure 29)	$ 3,000	to	$ 5,000
2. Add Dormitory units at south end (Figure 31)	70,000	to	250,000
3. Construct south and north courtyard additions (Figure 32)	300,000	to	400,000
4. Separate elementary and secondary facilities (Figure 33)	20,000	to	40,000
5. Girls' lounge/laundry (Figure 34)	3,000	to	5,000
6. Boys' study/lounge (Figure 35)	3,000	to	4,000
7. Develop new sleeping areas (Figure 37)	30,000	to	35,000

NEW STRUCTURES

	Minimum		Maximum
1. Wings to be added to Dormitory #1 (Figures 18-20) (4 units @ 3,000 square feet):			
a) Trailer type (8 trailer units)	$ 160,000	to	$ 240,000
b) Permanent structures	1,200,000	to	1,700,000
c) Equipment	36,000	to	50,000
2. Vocational Building (Figures 22-23):			
a) 1 unit @ 10,000 square feet	750,000	to	1,200,000

	Minimum		Maximum
b) Equipment	$ 200,000	to	$ 300,000
3. LMC Building (Figures 15-16):			
a) 1 unit @ 5,000 square feet	375,000	to	500,000
b) Equipment	200,000	to	250,000
4. Senior Dorms in Dormitory #1:			
a) 4 trailer units	160,000	to	250,000
b) Permanent structures	200,000	to	300,000
c) Equipment	30,000	to	40,000
5. Personal Services Building (Figure 24) @ 7,500 square feet	750,000	to	1,000,000
6. Arts and Crafts Building @ 7,500 square feet	750,000	to	850,000
Plus equipment	100,000	to	150,000
7. Community Education Building with equipment	(?)	to	(?)
8. Administration Building	(?)	to	(?)

LAUNDRY FACILITIES

1. Use existing equipment and Dormitory #2	2,000	to	5,000
2. Buy and install new equipment	20,000	to	35,000

OVERALL

There are a number of things which need to be accomplished and financed on a broader base than listed above:

	Minimum		Maximum
1. On-site administration of the high school facility planning and construction program:			
a) General	$ 30,000	to	$ 50,000
b) Inspection	15,000	to	30,000
2. Facility planning consultant (general planning, curriculum program development, development of educational specifications, equipment planning and evaluations)	40,000	to	70,000
3. Site development:			
a) Parking	10,000	to	20,000
b) Walks	5,000	to	10,000
c) Tennis court wind break	5,000	to	10,000
d) Outdoor, covered play area	800,000	to	1,000,000
e) Play fields	100,000	to	300,000
f) Roads (repairs and extensions)	50,000	to	250,000
g) Miscellaneous	100,000	to	50,000
4. Utilities:			
a) Survey of existing utilities	25,000	to	50,000
b) Repair, replacement, expansion of present utility systems	(?)		(?)

APPENDIX

APPENDIX A
SUGGESTED GYMNASIUM EQUIPMENT LIST
ROCK POINT HIGH SCHOOL

Item Description	Estimated Cost
Chinning Bar, adjustable, wall mounted, with brackets. Nissen 276-F.	$ 135.00
Climbing Rope, with knots braided 12" apart, 24'. Nissen 40-F.	177.00
Climbing Rope, 24'. Nissen 87-F.	123.00
Climbing Rope, 20', vinyl covered. Nissen 286-F.	166.00
Cargo Climbing Net, 18' x 12'. Jayfro CCN-1812.	279.00
Archery Target Stand, folding type. Jayfro TS-20. 3 each @ $28.00	84.00
Archery Backstop, 10' x 36'. Jayfro SAF-T-STOP AB-55.	316.80
Floor Hocket Set, includes 2 goals with nets, 12 sticks, 2 goalie sticks, 3 pucks, 2 sets goalie shin guards, set of rules, senior size. Jayfro FH-1000.	327.50
Sacket Set, includes portable aluminum frame and base with net, two bats, two bases, two balls, one home plate, carrying bag and set of rules. Jayfro SK-10.	136.00
Gym Mat, Roll-Fold, 6' x 24'. Nissen 8403-F.	576.00
Gym Mat, 6' x 4', folding, with Velcro fasteners. Nissen 8032-F. 8 each @ $88.80	710.40
Balance Bench, 13' x 13" x 4". Nissen 179-F.	133.00
Parallel Bar, adjustable height, wood bars. Nissen 492.	765.00
Pommel Horse. Nissen 490-F.	655.00
Vaulting Board, 2' x 4'. Nissen 249-F.	128.00

Item Description	Estimated Cost
Push Ball, 6', complete with bladder and cover. Jayfro PBN-6.	224.50
Socce Goals, indoor, portable, folding. Jay. FG-12.	394.00/pair
Tunne geball, floor stand with bracket tunnel. Nissen 189-F.	638.00
Boundary Game Cover, 18", set of 10. Jayfro PBG-18.	65.00
TOTAL:	$6,033.20

APPENDIX B
LEARNING MATERIALS CENTER (LMC)*

SAMPLE EDUCATIONAL SPECIFICATIONS

This Appendix provides a sample as to the first step that should be taken by Rock Point faculty and staff or by others assisting the school in developing planning materials which would be helpful in developing each facility in the high school.

*Educators tend to use several terms interchangeable including Learning Materials Center, Media Center, Library, Instructional Materials Center, Resource Center and Library Media Center. In this report, the term Learning Materials Center is used in the broadest possible definition incorporating all of the program and facility components normally found in schools and associated with facilities having any one or more of these titles.

LEARNING MATERIALS CENTER (LMC)

INTRODUCTION

Every high school should have a facility which will support the school's educational programs by providing both print and non-print material and equipment and technical advice. This facility, and its compiled program, should be in the form of a resource center, called a Learning Materials Center in this report, providing these materials, prices of equipment and expertize, in a unified manner.

Since this is a facility report, primary emphasis has been placed on equipment and facilities. However, sufficient programmatic information has been included to rationally support the need for these facilities.

Programmatic Information

Learning Materials Centers have greatly expanded in the last 20 years. For many years, media services in most schools were confined soley to library materials. Non-book audiovisual materials were handled by the classroom teachers. A trained teacher handled the school audiovisual materials, generally on a part-time basis.

Within the last ten years, a strong movement has developed toward full service media centers. Print and non-print resources have been fully integrated. There are now trained media and production specialists to prepare instructional materials to suit a unique teaching situation upon the request of instructors.

Demand for full service media centers was strong because teaching methods were changing from large groups with the teacher as the dispenser of knowledge to that of the instructor as a guide to learning and inquiry. Educators became aware of the fact that students also learn by independent study, small group seminars, and interaction with other students. The whole notion of flexibility in space, scheduling, and curriculum, gained acceptability among educators. It was found that, in some instances, learning with non-print sources was often more effective and that audiovisual materials could reinforce learning that had occurred in the classroom.

Educators found that the use of various non-print instructional materials were effective in presenting subject matter, particularly to large groups. Teachers, however, were hard pressed to find the time necessary to construct the often time-consuming educational media. Teachers often lacked the expertise to make the needed materials. Materials on the market were often prohibitively expensive or, perhaps more often the case, were unsuited for the specific situation.

The solution was the full service learning materials center, with trained professionals in the preparation and use of all types of instructional materials. Educators determined the logical place for students to conduct independent research would be a facility that served as a warehouse for

instructional media.

A moderning learning materials center today would consist of a number of necessary components.

LMC COMPONENTS

Production Center

A production center is an important facet of a learning materials center. Both the teacher and the media specialist and frequently students are able to prepare many of the commonly used materials.

To provide an adequate service to the school, it is necessary for the learning materials center to possess one or more of the following types of print reproducing machines:

Spirit Duplicators. The spirit duplicators are the most frequently used and the easiest to operate. The learning materials center should have one or two of these units. Dittos of eleven and fourteen inch lengths should be provided as well as duplicator paper of the same sizes.

Thermal Copier. A thermal copy machine should be provided. These units can produce duplicator masters directly from printed materials. They can also produce overhead transparencies directly from printed material.

Other Print Reproducing Machines. Although not as important as a spirit duplicator and a thermal copier, there are other print reproducing machines that are useful in a school learning materials center:

1) Mimeograph Machine - for reproducing from stencils.

2) Offset Press - for reproducing larger quantities of printed materials.

Graphics Production

There is a variety of graphics production equipment suitable for use in a high school learning materials center

Laminating/Dry Mount Press. The LMC needs to have available at least one laminating/dry mount press. Dry mount tissue, laminating film, scissors, paper cutter, metal rulers, yard sticks, xacto knives, pencils, magic markers, and poster and tag board need to be in a convient place. A large, waist high lay-out table should be near the presses.

Drafting Table. A drafting table and a stool are necessary for properly constructing many materials. Lettering sets with various styles and sizes in both templates and pins should be available. Mechanical scribers such as the Variagraph and Leroy sets should be available to those who can use them.

Typewriters. Typewriters of all types should be present in the graphics production area. This could include one bulletin board typewriter, one primary typewriter and one conventional typewriter. The IBM Selectric typewriter is in some ways ideal for LMC use in that interchangeable typing elements can be used. Typewriters should be available for both teachers and students, with dittos, stencils, typing paper and other typing supplies.

Transparency Makers. There are a variety of machines on the market making transparencies, but one of the favorite is the thermal copy machine. Xerox copiers may also be loaded with transparency film as well as other brands of electrostatic copiers. At least one machine with the capacity to make transparencies is a must. Diazo transparencies with various colored overlays make attractive presentations possible; however, diazo chemicals and film must be refrigerated to maintain their strength for any length of time, and still the amount of time in which they can be used is limited. There must be a fairly constant demand for this type of product, or money will be wasted storing these supplies.

Audio Visual Equipment Storage

There is some controversy over centralized and decentralized A-V equipment. The rule of reason must be applied here. There are pieces of equipment that should be checked out daily or for short periods. A teacher may need an overhead projector every period of each school day. It is necessary, then, to check out that projector on an extended loan basis. In actual practice, very few media centers have the quantities of A-V equipment to loan each teacher in the school every piece of A-V equipment that is needed.

Centralized A-V facilities generally foster better methods on maintenance, repair, and record keeping on each machine. Centralized facilities have a better record in keeping losses due to theft and vandalism low. On the other hand, centralized A-V centers may handicap instruction, in that the equipment may not be conveniently available when it is needed. Teachers are loath to drag heavy pieces of equipment over sidewalks in poor condition with massive cracks in the, which tend to cause the projector to tip over. Other teachers must push A-V carts over gravel sprinkled trails that lead to their classrooms.

Ideally, on the high school level, the learning materials center should be well enough equipped to supply one filmstrip projector, one record player, one slide projector, and one overhead projector to each teaching station. Realistically, ideals are seldom met. There should be one 16mm projector for every four teaching stations, one dual 8mm projector for every three teaching stations, one opaque projector for every 25 teaching stations, one video tape recorder for every fifteen teaching stations, and one audo tape recorder for every two teaching stations. Every LMC director faces the problem of this educational need and what can be actually paid for.

A cabinet with some spare parts is necessary for an effective maintenance program at the local level. Lamp replacement for all projectors, belt replacements for all 16mm projectors, video and audio splicing tape, fuses, needles for record players, electrical cord, and AC power plugs are a few of the items that should be permanently stocked.

Television

Up until recent years, television production equipment in smaller schools has been economically not feasible. Today, television production is becoming a more important part of teaching in even smaller schools. In this event, the LMC needs to provide for this television need. A studio with special acoustical treatment is necessary for television production. The studio ceiling should be high, 12 feet, with adequate overhanging adjustable lights. A separate control room that glasses off the studio is advisable.

A television studio would provide an opportunity for classes to produce their own programs. Teachers may want the LMC staff to prepare special programs. An educator might prepare programs himself for his classes. Special guest speakers could be video-taped for later viewing by all classes. Classrooms could be wired to the studio and either live or video taped programs could be piped in to selected monitors around the school. When permission is granted, programs may be taped off the air for later viewing.

Audiovisual Theater

This is an important part of a learning materials center. The theater needs to be large enough so that any single department in the school meeting at any single period of the day could be provided for. A large 100" x 100" spring mounted wall screen should be hung from the ceiling. A beaded screen should be used if the facility seating pattern is square or rectangular and a matte screen should be used if the seating pattern is more conclave shaped, in which viewers on the perimeters look at the screen from an angle.

An area below the screen provides for a podium, lecturn and demonstration table. Guest speakers, or those in charge of groups in the theater, may use this lecturn.

Software Storage

All filmstrips, audio and video tapes (reel to reel and cessette), slides, 8mm loops, maps (handout sheets, spring mounts roll ups, bulletin board type), models, globes, kits, transparency files, picture files, newspaper and magazine clipping files and other educational materials are stores in this room. This room or area is open to both faculty and students. There should be an efficient check-out and retrieval system.

Listening and Viewing Area

Small viewing areas should be provided. These should have moveable walls so that the room can be enlarged to facilitate more students if the need arises. These viewing areas should be equipped with a variety of projectors and listening devices. These rooms could also be used as workrooms for students doing special classroom construction projects. Models can be made or maps and charts can be made from opaque projectors.

LMC Conference Room

This room should be in the range of 150 square feet and have comfortable seating. The LMC staff could meet with various school departments, administration, or community members here. Sales representatives could demonstrate their latest equipment to the LMC director here. An attractive conference room would encourage faculty groups to hold their meeting in the center and in the process become aware of the services the center provides.

Library

From the standpoint of the students, the library is the nucleus of the LMC. But the nature of the library has changed over the years to conform to the innovations that have taken place in the methodology of teaching. The professionals in the new centers are no longer stern martinets presiding over a forlorn, half-deserted building, but rather individuals fully in tune with the new directions in education.

The modern learning materials center no longer has just tables for students, but also has modern study carrels. Carrels allows students to study and work in privacy. Carrels are of two types: "dry" or "wet". A "dry" carrel is moveable and not wired for electricity. "Wet" carrels are in a fixed position and wired for electricity so that students may use listening-viewing devices. Some modern LMC carrels are wired to the media center control room. Monitors are placed in the carrels and students may dial appropriate programs.

A microfilm and microfiche area is also a part of the center. Space wasting, cumbersome and unsightly bound volumes are eliminated. Microform readers are located in a darkened area or room in the LMC. The staff could conduct regular workshops on the use of this equipment.

A major area of the library will be the stacks of books. Provisions should be made for at least 2,500 books, including fiction, non-fiction and reference.

Office/Workroom/Storage

Adequate space should be allocated as an office for the LMC staff. In addition, space needs to be provided for the storage of general materials. Work space, for the processing of books, ordering, etc., is necessary.

FUTURE CONSIDERATIONS

If the initial temporary LMC facilities that are provided are temporary, and if permanent facilities are planned for later, concern needs to be provided to the following architectural requirements associated with instructional hardware:

1) Audio equipment

2) Visual Display equipment

3) Television-based teaching systems

4) Computer-assisted instruction

5) Student response systems

Since the school already has a photography darkroom, it probably stands to reason that this room will continue to be used for some time to come as the high school darkroom. At such time when a new facility is constructed, a new darkroom should no doubt be provided. One of the best sources for information on planning darkrooms is the:

Eastman Kodak Company
Rochester, New York

A considerable amount of programmed instructional material has been made available during the past 20 or so years. One of the more sophisticated ones is the computerized "PLATO" system recently used by the Navajo Academy and controlled in the Arizona area by the University of Arizona. Many others are also available, both computerized and non-computerized. Such individualized instructional materials can often assist with the expansion of subject matter in high school which necessarily have limited staff. Of course, individual instructional materials do not need to be limited to use in the LMC. They can also be located in other instructional areas under the administration of LMC personnel or local area personnel and similar equipment can be located in other instructional areas which are operated by LMC personnel, for e.g., school-wide audio, television, etc., systems. Another source of good audiovisual advice is the department of audiovisual instruction of the National Education Association whose address is:

1201 16th Street, NW
Washington, D.C. 20036

One other item that perhaps should be mentioned relates to telecommunications. It is understood that the Federal Government, through HEW and/or the Department of Commerce, will be funding the burgeoning field of telecommunications heavily in the immediate years ahead. This movement might provide a gratuity for expanding television programming within all of the grade levels at Rock Point and also to and from the immediate Rock Point community, and perhaps the greater Navajo community. Such equipment could be highly mobile and hence used in many locations for a wide variety of school-related purposes.

EQUIPMENT

A well equipped learning materials center contains a wide variety of low- to high-cost items and, of course, the exact pieces of equipment which might need to be purchased will vary at Rock Point depending the actual facilities provided.

The programmatic and facility guidelines which the better school districts in the country try to emulate are those set for, and periodically by, the American Library Association (ALA). The publications in this organization are

available at very reasonable costs and the address of the organization is:

American Library Association
50 East Huron Street
Chicago, Illinois 60611

Another association which has quite a bit to do with the function and the equipment of LVC's is the National Audio Visual Association, 3150 Spring Street, Fairfax, Virginia 22030. This organization puts out considerable information concerning audio visual equipment, its use and maintenance and design of facilities which are appropriate for enhancing the use of AVA equipment.

One word of caution: the guidelines of the AMA are developed and finalized by members of the library profession. They tend to fully specify each and every one of their needs. Some people feel that they are excessive in stating what a school needs for a Learning Materials Center. It would appear until such time as Rock Point is about to secure federal funding for a complete new high school facility that a number of compromises would have to be made to continue to operate in Dormitory #1 -- or minor and miscellaneous additions thereto.

The LMC components to initially be provided in the existing Rock Point facilities should properly include the following:

1) Book stacks
2) Reference
3) Seating
4) Circulation
5) Card catalog
6) Vertical file
7) Office
8) Work area
9) Storage
10) Display
11) Conference

One of the questions which probably needs to be answered both now and in the long-term is whether or not community people, other than students in the high school, will utilize the LMC. If, for example, the facility is to be used during non-school hours as a community library, the library section should include appropriate books and other media; staffing arrangements need to be

planned; the facility should have an exterior "public-use" door; policy concerning which components of the LMC will be made available to non-student users need to be adopted; etc.

Increasingly, television is becoming a part of the operation of schools. If there is any thought that Rock Point High School would be utilizing television in its program, the scope and nature of that use needs to be estimated. Probably it would be advisable to plan on having a production studio which would include a control room with recording and other communications equipment, a production studio and perhaps a viewing room. This studio arrangement might be utilized both by students in the high school and elementary school and, in addition, by the community. One of the places where parent participation in television information can be secured is:

Teachers Guide to T.V.
P. O. Box 564
Lenox Hill Station
New York, New York 10021

Both the ALA and the AVA, mentioned earlier, would also have considerable information available.

Most LMC's have considerable space and equipment available for individualized learning activities. These areas might be available for such things as learning to operate audio tapes, video tapes, calculators, computers and a wide variety of other individualized learning machines. The appendix contains a list of major inventors of electronic teaching equipment, many of whom have produced individualized learning equipment during the past decade or so.

STAFFING

The high school media staffing would depend upon the size of the faculty, and the services the facility is expected to render. Generally a high school media center would be under the direction of a media generalist, who in turn is directly responsible to the school principal and indirectly to the district media director. Under the media director would be the head librarian, A-V specialist, A-V technician, T-V specialist, graphics technician, production specialist and a number of aides and secretaries. In reality very few media centers are this well staffed, but this is the ideal staffing pattern.

There should be a library-media center professional for each 20 teachers. But a more common ratio is one media center specialist for each 30 to 40 teachers.

The media center staff generally performs the following services for the school:

1) Provides for educational materials. Some of the materials are purchased from commercial firms, but most are constructed by the media center staff upon request by educators to fit a specific teaching situation.

2) Provide for library services.

3) Provide for audio-visual services.

4) Provide in-service training in the use of audio-visual, television, and production equipment.

5) Work with students on retrieval of needed materials from media center resources.

6) Procurring and distributing classroom supplies and equipment.

7) Scheduling the use of media center resources to avoid conflicts of plans among teachers.

8) Arranging for examination of commercially produced educational materials before purchase.

9) Finding the trouble when physical difficulties with materials and equipment arise.

10) Inform teachers of materials available and to aid in the formation of lesson plans in using A-V materials and equipment.

11) Arranging for best possible conditions for learning when media materials and equipment are used.

12) Planning with the administration when learning equipment is to be installed in such areas as the library, auditorium, and gymnasium.

APPENDIX C
SCHOOL FACILITY PLANNING RESOURCE MATERIALS

The following is a list of publications, all of which should be currently available, which Rock Point might wish to add to its professional library. As an alternative, the publications can be borrowed for extended periods of time from the Consultant:

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